DOCUMENT RESUME

ED 307 994 PS 018 053

AUTHOR Roberts, Patricia Morgan, Comp.
TITLE Growing Together...Early Childhood Education in Pennsylvania.
INSTITUTION Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE 89
NOTE 177p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS Background; Classroom Environment; Community Resources; *Early Childhood Education; Educational Practices; Elementary School Curriculum; Family Environment; *Family School Relationship; *Individual Development; Planning; *Program Administration; *Program Content; Teacher Characteristics; *Teaching Methods
IDENTIFIERS Pennsylvania; *Program Characteristics

ABSTRACT

Intended for use with children between the developmental ages of 3 and 6 years, this guide for early childhood education was developed by a team of teachers and administrators in cooperation with the Pennsylvania Department of Education. After a chapter providing background information about early childhood education, discussions focus on the environment, the child, the teacher, and the program. The environment is discussed in terms of the home and classroom, the home-school relationship, and community resources. The child is discussed in terms of physical, emotional, social, and intellectual development characteristic of 3- to 6-year-olds. Teachers are discused in terms of self-awareness, teaching techniques, organization, resources, and career development. The program is discussed in terms of planning and organization, methodology, content, objectives, and curriculum. Related materials, such as sample activities calendar, newsletter, and half-day and full-day schedules, are appended. Educational settings in which this guide may be used include day care, preschool, prekindergarten, kindergarten, and transitional first grade settings. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED307994

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

GROWING TOGETHER...

PS 018053

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Pennsylvania State Dept. of Education
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

Early Childhood Education in Pennsylvania

Pennsylvania Department of Education — 1989

BEST COPY AVAILABLE

GROWING TOGETHER...

Early Childhood Education in Pennsylvania

COMPILED BY
PATRICIA MORGAN ROBERTS, M.ED.
IN COOPERATION WITH THE
PENNSYLVANIA DEPARTMENT OF EDUCATION
1989

Commonwealth of Pennsylvania
Robert P. Casey, *Governor*

•

Department of Education
Thomas K. Gilhool, *Secretary*

•

Office of Basic Education
Donna D. Wall, *Commissioner*

•

Bureau of Curriculum and Instruction
Irvin T. Edgar, *Director*

•

Division of Communications, Mathematics and Instruction
Helen A. McLain, *Chief*

1989

The Pennsylvania Department of Education will not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, sex, age, religion, ancestry, handicap, union membership, or any other legally protected classifications. Announcement of this policy is in accordance with state and federal laws, including Title IX of the Education Amendments of 1972, and Sections 503 and 504 of the Rehabilitation Act of 1973. Employees and participants who have an inquiry or complaint of harassment or discrimination, or who need information about accommodations for handicapped persons, should contact Susan Mitchell, Affirmative Action Officer, Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126-0333 (717-787-1953). For additional copies of this publication, please contact Jessie R. Sanders at telephone number (717) 787-5424.

Pennsylvania Department of Education
333 Market Street
Harrisburg, Pa. 17126-0333

TABLE OF CONTENTS

ACKNOWLEDGMENTS v

PREFACE vii

INTRODUCTION 1

I. BACKGROUND 3

HISTORY OF EARLY CHILDHOOD EDUCATION 5
PHILOSOPHY 8
MOST AND LEAST EFFECTIVE PRACTICES 10
OBJECTIVES 14

II. ENVIRONMENT 17

HOME ENVIRONMENT 20

Family Structure 23
Daily Home Routine 24
Families in Crisis 25
Multicultural Awareness 27

CLASSROOM ENVIRONMENT 30

Social/Emotional Setting 31
Physical Setting 34
Facilities 35
Room Arrangement 39
Equipment 43

HOME/SCHOOL RELATIONSHIP 50

Initial Contacts 51
Letter of Welcome or Handbook 51
Spring Visits 53
Parent Information Meeting 54
Welcome Letter or Card to Child 55
Registration Day 56
Orientation Day 57
Children's Orientation 57
Orientation Meeting for Parents 57
Communication/Reporting to Parents 58
Parent Meetings 59
Parent Conferences 61
Parent Visits 62
Home Visits 63
Telephone Calls 63
Calendars 64
Written Reports and Surveys 64
Newsletters 64

COMMUNITY RESOURCES 65

III. CHILD 67

PHYSICAL, EMOTIONAL, SOCIAL, AND INTELLECTUAL DEVELOPMENT 71

Three-Four Year Olds 71
Four-Five Year Olds 76
Five-Six Year Olds 81

IV. TEACHER 87

SELF-AWARENESS 90

Attitudes 90
Emotional Well-Being 91
Motivation 91
Child Advocacy 92

TECHNIQUES 93

Styles 93
Professional Assessment Instrument 94
Use of Aides and Paraprofessionals 99
Staff Development 101

ORGANIZATION 102

RESOURCES 103

CAREER DEVELOPMENT 104

V. PROGRAM 105

PLANNING AND ORGANIZATION 108

Planning 108
Scheduling 111
Types of Programs 113
Classroom Management 114
Special Needs Children 115
Evaluation 116

METHODOLOGY 118

Mixed Instructional Modes 118
Play 119
Learning Centers 121

CONTENT AND OBJECTIVES 124

Language Arts 125
Mathematics 129
Social Living 133
Science 136
Health and Safety 139
Motor Development 141
Fine Arts 144

CURRICULUM 147

APPENDIX 155

ACKNOWLEDGMENTS

This guide grew out of the expressed need on the part of early childhood educators for a resource that would assist them in planning and implementing quality education programs for young children. Special thanks is given to the following Pennsylvania Department of Education personnel who recognized this need and saw to it that the wheels were put in motion for its undertaking:

Ms. Helen McLain, *Chief*
Division of Communications, Mathematics and Instruction

Mr. Douglas Boelhouwer, *Chief*
Division of Nonpublic and Private School Services

Ms. Jessie R. Sanders, *Adviser*
Early Childhood Education
Division of Communications, Mathematics and Instruction

Ms. Carol A. Strait
Private School Associate
Division of Nonpublic and Private School Services

Special appreciation is expressed to Jessie Sanders for her role in overseeing the project from start to finish.

The content for this guide was determined by teachers for teachers. The following educators met as a task force over a period of two years to insure that the result would be a comprehensive resource for all early childhood teachers and administrators:

Mr. Richard Botteicher, *Supervisor of Elementary Education*
Bedford Area School District, Bedford, Pa.

Ms. Lynnette Conti, *First Grade Teacher*
South Side Area School District, Hookstown, Pa.

Ms. Stephanie Douds, *Kindergarten Teacher*
South Side Area School District, Hookstown, Pa.

Ms. Melva Eakin, *Kindergarten Teacher*
South Side Area School District, Hookstown, Pa.

Ms. Carol Hoffman, *Early Childhood Education Supervisor*
Wilson School District, West Lawn, Pa.

Ms. Wendy Kelsey, *Consultant*
Early Childhood Education, Williamsport, Pa.

Ms. Clarice Kendall, *Director*
Wee Care Day Care Center, Harrisburg, Pa.

Dr. Audrey Kerchner, *Prof. of Ed.*
Millersville University

Dr. Jamie MacIntyre-Southworth, *Chief Executive Officer*
The Learning Tree Schools, Pittsburgh, Pa.

Ms. Mary Ann Maggitti, *Dept. of Childhood Studies & Reading*
West Chester University, West Chester, Pa.

Ms. Sandy Megenity, *Kindergarten Teacher*
Middletown Area School District, Middletown, Pa.

Mr. Frank A. Meredith, *Principal (retired)*
South Side Area School District, Hookstown, Pa.

Ms. Barbara O'Malley, *Kindergarten Teacher*
Minersville Area School District, Minersville, Pa.

Ms. Alice Parks-Elicker, *Principal in Early Childhood*
Harrisburg City Schools, Harrisburg, Pa.

Ms. Carolyn Pike, *Kindergarten Teacher*
Harrisburg City Schools, Harrisburg, Pa.

Ms. Jean Witmer, *Former Teacher*
Harrisburg City Schools, Harrisburg, Pa.

Special acknowledgment is given to Charlotte G. Garman who prepared the *Kindergarten Guide* in 1977 while serving as Adviser to Early Childhood Education in the Pennsylvania Department of Education. The *Kindergarten Guide* was used as a foundation for this guide to Early Childhood Education in Pennsylvania.

Appreciation is expressed to the following state agencies who submitted their guides as references:

Beginnings...Early Childhood Education in Oklahoma Prekindergarten through 2nd Grade, Oklahoma State Department of Education, 1982.

Kindergarten in the 80's - Teachers Handbook, Instructional Services, North Carolina Department of Public Instruction

Guidelines for Kentucky Kindergartens, Kentucky Department of Education, 1978.

Education for Young Children in North Dakota, North Dakota Department of Public Instruction, 1972.

Kindergarten in Georgia, Georgia Department of Education

PREFACE

This guide for early childhood education was developed by a team of teachers and administrators in cooperation with the Pennsylvania Department of Education. Participating educators represented a variety of different early childhood education settings. Each brought to the task a love of children and commitment to quality education.

It is anticipated that this guide will be used as a resource by the educators of young children throughout the Commonwealth of Pennsylvania. The information contained in this document is appropriate for use with children who are between the developmental ages of three to six years. Thus the types of educational settings in which this guide may be used include day care, preschool, prekindergarten, kindergarten and transitional first grade situations. It is hoped that this guide will prove useful to both new and experienced teachers.

The ultimate goal of this guide is to provide early childhood educators with a sound resource so that they in turn can provide a quality early childhood education experience for all participating children.

GROWING TOGETHER . . .
Early Childhood Education in Pennsylvania

INTRODUCTION

GROWING

Children grow and develop at their own pace. Growth is sequential; one learning is built upon the next. Teachers must address the needs of each individual child by providing activities which will foster growth in the following areas:

- Physical Development
- Emotional Development
- Social Development
- Intellectual Development

TOGETHER . . .

Growth and development do not occur in a vacuum. What children learn is a result of their own unique nature and the sum total of their experiences with the world around them. Thus a successful plan for early childhood education should incorporate the following components:

- Environment
- Child
- Teacher
- Program

EARLY CHILDHOOD EDUCATION IN PENNSYLVANIA

Although early childhood education is formally defined as including programs for children from birth to eight years of age, this guide focuses on programs for children who are functioning developmentally from three to six years. The following educational settings within the Commonwealth of Pennsylvania may be included:

- Day Care
- Preschool or Nursery School
- Prekindergarten
- Kindergarten
- Transitional or Pre-First Grade

Growing Together...Early Childhood Education in Pennsylvania is divided into five major sections:

I. **BACKGROUND**
II. **ENVIRONMENT**
III. **CHILD**
IV. **TEACHER**
V. **PROGRAM**

The **BACKGROUND SECTION** serves as a framework for understanding the rationale of the curriculum material which follows. It is important to understand the philosophy which underlies all of the suggested materials and activities in order to effectively use this guide as a resource for designing and implementing a comprehensive program for young children.

The home environment, classroom environment, home/school relationship and community resources are explored in the **ENVIRONMENT SECTION.** It is important for teachers to have an understanding of environmental influences in order to best structure the optimum learning setting for each individual child.

The **CHILD SECTION** presents a series of charts which may be used as reference material by teachers. The individual learning needs of participating children should be carefully considered in order to provide developmentally appropriate experiences. It is important to note that children whose chronological ages are from three to six years may demonstrate readiness for certain activities at different times throughout the early childhood education program.

The **TEACHER SECTION** is designed to provide information to teachers as professionals. Topics such as self awareness, teaching techniques, organizational skills and career development are discussed.

The final area, the **PROGRAM SECTION,** serves to combine the information presented in the previous sections into a comprehensive approach to structuring a sound early childhood experience for young children.

Teachers may wish to review the table of contents first as a way of orienting themselves to the topics which will be covered. A quick overview of the entire guide will be helpful in getting a feel for the format and style of presentation. As particular planning needs arise, teachers may then use the guide as a resource by turning to the appropriate section of material.

I. BACKGROUND

I. BACKGROUND

HISTORY OF EARLY CHILDHOOD EDUCATION

The following history provides a framework for understanding current trends in early childhood education:

1837 Froebelian Kindergarten

- begun in Blackenburg, Germany
- child seen as active learner, not a passive lump of clay
- child-centered curriculum
- teacher as the precise director

1856 First American Kindergarten

- opened in Watertown, Wisconsin by Margaretha Meyer Schurz
- Froebelian influence

1873 First Kindergarten in School System

- begun in St. Louis by William J. Harris and Susan Blow
- creative materials rather than realistic toys

1879 Free Kindergarten Associations

- established by private donations due to laws preventing use of public funds for education of children under 6 years of age
- manipulative work excellent start for later industrial education

1896 Dewey's Sub-Primary

- for 4 & 5 year olds at lab school at University of Chicago
- moral goal of education promoted through social interaction
- creative expression of ideas
- teacher's role was that of guide

1907 Maria Montessori's Program

- opened Casa Dei Bambini in Rome
- learning developed from self-teaching materials
- child had freedom to select tasks and work individually
- less teacher direction

1913 Edward L. Thorndike

- outlined laws of readiness-student must be motivated
- more exercise, more availability for use
- emphasis on testing measurement
- teacher as master designer

1918 William H. Kilpatrick

- curriculum organized around child in a social environment
- manual and motor activities as well as intellectual and aesthetic experiences
- problem-solving, construction

1920's Kindergarten - Primary Unit

- emphasis on continuity of learning
- curriculum derived from study of social life
- reading, writing and arithmetic seen as essential social skills
- teacher as manipulator of environment

1926 Nursery Schools

- part of research centers at Teachers College and other universities
- parent education, child development and teacher training
- norms established for motor development, adaptive behavior

1930's Arnold Gessell

- published norms of growth, age level by age level
- linked behavior to maturation
- emphasis on social/psychological climate in classroom
- centers of interest replaced units

1940's-1950's Reading Readiness

- kindergarten shared responsibility of first grade in teaching children to read
- workbooks expanded to use in kindergarten

1964 Head Start

- federal funding designed to provide early childhood education for children from low-income families
- awareness of importance of early learning on later school success

1960's Jean Piaget

- impact of environment & experience on intellectual functioning
- cognitive development seen as a developmental process (stages)
- children learn by doing

PHILOSOPHY

As the preceding history details, early childhood education has evolved into a more child-centered, interactive learning environment. Teachers are more aware of the need to actively involve children in the learning process. Manipulative materials abound and the notion that children learn by doing is well-accepted by today's teachers.

Yet, in light of all that is now known about how children learn, there persists a tendency on the part of some administrators and parents to hurry the learning process. Pressure continues to be placed on early childhood educators to teach formal reading and mathematics skills to children who do not have the foundation for understanding this type of information.

The following is a passage from the Greek novel, *Zorba the Greek* by Kazantzakis. Its message is powerful. Read it once and then go back and read it again. Think of the butterfly as a child.

> "I remember one morning when I discovered a cocoon in the bark of a tree just as the butterfly was making a hole in its case and preparing to come out. I waited awhile, but it was too long appearing and I was impatient. I bent over it and breathed on it to warm it. I warmed it as quickly as I could and the miracle began to happen before my eyes, faster than life. The case opened; the butterfly started slowly crawling out, and I shall never forget my horror when I saw how its wings were folded back and crumpled; the wretched butterfly tried with its whole trembling body to unfold them. Bending over it, I tried to help it with my breath, in vain.
>
> "It needed to be hatched out patiently and the unfolding of the wings should be a gradual process in the sun. Now it was too late. My breath had forced the butterfly to appear all crumpled, before its time. It struggled desperately and, a few seconds later, died in the palm of my hand.
>
> "That little body is, I do believe, the greatest weight I have on my conscience. For I realize today that it is a mortal sin to violate the great laws of nature. We should not hurry, we should not be impatient, but we should confidently obey the eternal rhythm."

The philosophy set forth in this passage from *Zorba the Greek* parallels that expressed in a position statement presented at the April, 1986 Leadership Conference of the National Association for the Education of Young Children (NAEYC). Although participants of the conference cite the positive effects of the recent national attention given to the quality of education in our country, namely an increased awareness of the importance of early childhood education, they also indicate some negative effects. "In many cases concerned adults, who want children to succeed, apply adult education standards to curriculum and pressure early childhood programs to demonstrate that children are 'really learning.' Many programs respond by emphasizing academic skill development with paper-and-pencil activities which are developmentally inappropriate for young children. Parents support such methods because they remember them from their own school experiences and believe them to be appropriate."

The developmental learning theory set forth by Jean Piaget and others indicates that young children learn by doing. Learning is sequential and children must demonstrate readiness for new understandings based on their maturation and past experiences. Children acquire information and knowledge through interaction with people and objects. They are motivated to learn through their own need to make sense of the world around them. When developmentally inappropriate activities are presented to young children they may become frustrated and do little more than memorize information. It is the responsibility of early childhood educators to guide and facilitate learning by preparing the classroom environment so that it provides a stimulating and challenging atmosphere in which children can grow at their own pace. Children who are forced to participate in activities for which they are not ready may eventually crumble as the butterfly in the passage from *Zorba the Greek*.

The following chart was developed by the participants of the Leadership Conference of the NAEYC. It outlines the most and least appropriate practices in programs for young children today.

MOST AND LEAST EFFECTIVE PRACTICES

TEACHING STRATEGICS

Most Appropriate Practice	Least Appropriate Practice
Teachers prepare the environment for children to learn through active exploration and interaction with adults, other children, and materials.	Teachers use formal, commercially prepared lessons almost exclusively.
Children select many of their own activities from among a variety of learning areas the teacher prepares, including dramatic play, blocks, science, math, games and puzzles, books and records, art, and music.	The teacher directs all the activity, deciding what children will do and when. The teacher does most of the activity for the children, such as cutting, folding, following steps in an experiment.
Children are expected to be physically and mentally active. Children choose from among activities the teacher has set up or the children spontaneously initiate.	Chidren are expected to sit down, be quiet, and listen, or do paper-and-pencil tasks for inappropriately long periods of time. A major portion of time is spent passively sitting, listening, and waiting.
Children work individually or in small, informal groups most of the time.	Large group, formal instruction is used most of the time.
Children are provided concrete learning activities with materials and people relevant to their own life experiences.	Commercially prepared workbooks, ditto sheets and pre-reading curricula dominate the classroom activities.
Teachers move among groups and individuals facilitating children's involvement with materials and activities by asking questions, making suggestions, or adding more complex materials or ideas to a situation.	Teachers dominate the environment by talking to the whole group most of the time.
Teachers acknowledge that there is often more than one right answer. Teachers recognize that children learn from self-directed trial and error.	Children are expected to respond correctly with the one "right" answer with emphasis on rote memorization and drill.

CURRICULUM GOALS

Most Appropriate Practice	Least Appropriate Practice
Experiences are provided that meet children's needs and stimulate learning in all developmental areas — physical, social, emotional, and intellectual.	Experiences are narrowly focused on the child's intellectual development without recognition that all areas of a child's development are related.
Each child is viewed as a unique person with an individual pattern and timing of growth and development. The curriculum and adults' interaction are responsive to individual differences in ability and interests. Different levels of ability and development are expected and accepted.	Children are evaluated against a predetermined measure, such as a standardized group norm or adult standard of behavior. All are expected to perform the same tasks and achieve the same narrowly defined, easily measured skills.
Interactions and activities are designed to develop children's self-esteem and positive feelings toward learning.	Children's worth is measured by how well they conform to rigid expectations and perform on standardized tests.

GUIDANCE

Most Appropriate Practice	Least Appropriate Practice
Teachers facilitate the development of self-control in children by using positive guidance techniques such as modeling and encouraging expected behavior, redirecting children to more acceptable activity, and setting clear limits. Teacher's expectations match children's developing capabilities.	Teachers spend a great deal of time enforcing rules, punishing unacceptable behavior, demeaning children who misbehave, making children sit and be quiet, or refereeing disagreements.

SOCIAL DEVELOPMENT

Most Appropriate Practice	Least Appropriate Practice
Children are provided many opportunities to develop social skills such as cooperating, helping, negotiating, and talking to solve interpersonal problems. Teachers facilitate the development of social skills during small group play.	Children work individually at desks or tables most of the time or listen to teacher directions in the total group. Teachers intervene to solve disputes or enforce classroom schedules.

LANGUAGE DEVELOPMENT AND LITERACY

Most Appropriate Practice	Least Appropriate Practice
Children are provided many opportunities to develop language and literacy through meaningful experiences such as: listening to stories; taking field trips; dictating stories; seeing classroom labels and other print in use; participating in creative dramatics and other experiences requiring communication; and experimenting with writing by drawing, copying, and inventing their own spelling.	Formal reading and writing instruction stresses isolated skill development such as recognizing and reciting the alphabet, phonics, coloring within the lines, or being instructed in correct formation of letters on a printed line.

COGNITIVE DEVELOPMENT

Most Appropriate Practice	Least Appropriate Practice
Children develop their understanding of mathematical concepts by playing games, and solving real problems such as block building, measuring sand and water, sorting and classifying objects, and other similar activities.	Formal math instruction stresses isolated skill development and memorization, such as counting in order or circling the correct numeral on a worksheet requiring a predetermined answer.
Children learn about the natural world as they observe, experiment, and interact with real objects such as animals, plants, soil, water, or magnets.	Science is provided only when time permits and is presented as facts to be memorized or children watch while the teacher demonstrates.

AESTHETIC DEVELOPMENT

Most Appropriate Practice	Least Appropriate Practice
Children have daily opportunities for aesthetic expression and appreciation through music and art activities. Children experiment and enjoy various forms of music. A variety of art media are available for creative expression, such as easel and finger painting, and clay.	Music and art are provided only when time permits. Art consists of coloring predrawn forms or copying an adult-made model of a product.

PHYSICAL DEVELOPMENT

Most Appropriate Practice	Least Appropriate Practice
Children have daily opportunities to use large muscles, including running, jumping, and balancing. Planned outdoor activity is provided daily so children can develop large muscle skills, learn about outdoor environments, and express themselves freely and loudly.	Opportunity for large muscle activity is limited. Outdoor time is limited because it is viewed as interfering with instructional time or if provided, is viewed as recess (a way to get children to use up excess energy) rather than an integral part of children's learning environment.
Children have daily opportunities to develop small muscle skills through play activities such as pegboards, puzzles, painting, cutting, and other similar activities.	Small motor activity is limited to writing with pencils, or coloring pre-drawn forms.

MOTIVATION

Most Appropriate Practice	Least Appropriate Practice
Children's natural curiosity and desire to make sense of their world is used to motivate them to become involved in learning activities.	Children are required to participate in all activities to obtain the teacher's approval or avoid punishment.

PARENT-TEACHER RELATIONS

Most Appropriate Practice	Least Appropriate Practice
Teachers work in partnership with parents, communicating regularly to build mutual understanding and greater consistency for children.	Teachers only communicate with parents about problems or conflicts. Parents view teachers as "experts" and feel isolated from their child's experiences.

OBJECTIVES

In keeping with the educational philosophy set forth on the preceding pages, the following chart outlines suggested program objectives and the developmental learning principles to which they relate:

DEVELOPMENTAL LEARNING PRINCIPLES	PROGRAM OBJECTIVES
Learning is the total process through which children adapt to their environment	Provide for the physical, emotional, social and intellectual development of children
	Encourage the active involvement of children in the learning process
	Include learning experiences which use a variety of materials; incorporate both child- and teacher-initiated activities that take place in individual, small and large group settings
Learning is individually paced	Provide for the assessment of each child's developmental needs
	Develop an individualized education plan for each child
Learning proceeds from the concrete to abstract	Sequence developmental activities beginning with concrete experiences and proceeding on to the more abstract concepts involved in reading and mathematics
	Encourage the manipulation of real objects to foster understanding rather than memorization of information
Learning occurs only when there is an element of novelty	Present activities in a sequence from simple to complex with each new learning building upon the previous activity
	Stimulate the motivation, curiousity and attention of the child to foster new learnings

DEVELOPMENTAL LEARNING PRINCIPLES	PROGRAM OBJECTIVES
Learning is extended by building on what is already known	Relate new information to present understanding Present new and more difficult activities only when mastery of preceeding skills is established
Learning takes place only when it changes the behavior of the learner	Evaluate the child's development of skills and concepts on an on-going basis Provide opportunities for the child to try out new learnings as part of free choice or child-initiated activities
Learning is affected by the total well-being of the learner	Provide opportunities for success in learning Foster the development of positive self-esteem Provide opportunities for interaction with peers and adults

II. ENVIRONMENT

II. ENVIRONMENT

Environment may be described as the sum total of a child's life experiences. Environmental influences affect a child's intellectual, emotional, social and physical development. The success of the early childhood education program depends upon the interrelationship of the following four components:

HOME ENVIRONMENT

Family Structure
Daily Home Routine
Families in Crisis
MultiCultural Awareness

CLASSROOM ENVIRONMENT

Social/Emotional Setting
Physical Setting
  Facilities
  Room Arrangement
  Equipment

HOME/SCHOOL RELATIONSHIP

Initial Contacts
Registration Day
Orientation Day
Communication/Reporting to Parents

COMMUNITY RESOURCES

The following section explores each of these environmental components in more detail and outlines techniques and ideas for optimizing learning through better understanding of each factor as it affects a child's growth and development.

HOME ENVIRONMENT

Parents are the child's first and most important teachers. In the early years, the child begins to form a basic sense of trust and a positive self-image. The parent-child relationship forms a basis for a child's personality structure, desire for achievement and the patterns of development. These are the roots of motivation, creativity and critical thinking. The goals of home and school are best met when parents and teachers support each other as a team, cooperatively seeking ways to enhance the child's social, emotional, intellectual and physical development.

The early childhood education program must assume the responsibility of sharing with parents an awareness of developmental needs of the young child. Thus the teacher must strive to:

- emphasize the importance of the early years in the total development of the child
- build an awareness of the opportunities parents have in helping their child to learn
- increase parents' knowledge and understanding of child development
- strengthen parents' confidence in their ability to teach their child
- support parents in this role by supplying ideas and materials to be used in the home

To balance this cooperative team effort, teachers must also encourage parents and primary care givers to share information and concerns. Parents should be encouraged to communicate specific environmental needs and conditions particular to the child which may greatly affect the way a child interacts with the school environment. In this way, the teacher will be assisted in developing a sensitivity to the factors that determine the behavior of the child. By developing an awareness of these factors, teachers will have a better understanding of a child's developmental needs.

Although it is not the objective of a teacher to change or alter a child's home environment, it is important for the teacher to translate understanding of this environment into a plan for guiding home and school in a cooperative approach to providing the most positive learning experiences possible for each child.

HOME ENVIRONMENT AWARENESS CHECKLIST

AREA	TOPIC	SITUATION	AWARE	INQUIRE
Family Structure	Parents	Two-parent families Single-parent families Adoptive parents Legal guardians Age, education, jobs		
	Siblings	Number/sex of siblings Birth order Only children Handicapped siblings		
	Extended Family	Living in the home Relationship to/with the child Illness/dependency of older family members		
	Parent/Child Relationship	Loving relationship Mutual trust Secure/insecure Independent/dependent		
	Economic Concerns	Unemployment issues Unexpected expenses (medical, etc.)		
Daily Home Routine	Adequate Sleep	Appropriate bedtime Late night TV viewing Disruptive household		
	Adequate Nutrition	Child responsible for own meals Balanced/unbalanced diet		
	Personal Hygiene Habits	Care when ill Toileting habits Daily care of self		
	Immunization	Local requirements		
	Family Activities	TV Viewing Time as family unit Meal time Trips and outings		

HOME ENVIRONMENT AWARENESS CHECKLIST (Cont'd.)

AREA	TOPIC	SITUATION	AWARE	INQUIRE
	Child Care Situation	Babysitter Parent at home Relative Child care center Latchkey children		
Families in Crisis	Death	Relation to child		
	Divorce/ Separation	Nature of parents on-going relationship Custody of child		
	Illness	Hospitalization Home treatment Nursing home		
	Child Abuse	Relation to child		
	Special Needs Children	Mental/physical limitations		
Multicultural Awareness	Customs Language Religion Family Structure	Celebrated holidays Observed traditions Medical limitations Dietary restrictions Values and attitudes Non-sexist attitudes		

Family Structure

The family structure has a tremendous impact on a child's intellectual, social, emotional and physical development. It is for this reason that the early childhood educator must strive to become aware of a child's family structure in order to better understand readiness for learning.

Opportunities for parent involvement and parent education abound in the early childhood program. Parents are partners with teachers in the educational process of young children. The role of the teacher is thus to share information and understanding about how children learn with parents and to encourage parents to become actively involved in that process both at home and at school. Comprehensive parent involvement activities are outlined in the Home/School Relationship section of this guide. The following list presents some guidelines for increasing awareness and understanding about family structure on the part of the teacher:

- observe children in role playing situations; look for the roles they assume in dramatic play family situations and observe their response to others in these situations
- put up a bulletin board entitled "My Family" and encourage children to bring in photographs or color pictures of their family members; have children label family members by name
- puppets can be used to help children act out problem-solving situations about dealing with feelings towards parents, siblings, others
- grandparents' day is a wonderful way to include extended family members in the education of the young child; the class may be encouraged to put on a short play/recital or may set out a display of activities and projects completed during the school year
- class visits by parents provide the opportunity for the teacher to observe first-hand the way parent and child interact; teacher may model positive reinforcement techniques informally while parent observes
- home visits, when possible, provide the teacher with an opportunity to observe the home environment and to observe the child interact with siblings, parents and extended family members

Daily Home Routine

The type of daily home routine in which the child participates can greatly influence behavior and performance in school. This is particularly true when the routine affects the fulfillment of the child's physical and biological needs such as nutrition, sleep and basic health care. General theory of human development states that readiness for learning cannot occur until these primary or basic physical needs are met first.The child's sense of security which is often affected by the child care situation in the home can also greatly influence the way the child interacts in the classroom environment.

An awareness of the degree to which the child's home environment is providing for these needs will give the teacher a better understanding of the child's ability to meet the demands and challenges of the school program. The following is a list of suggested activities which may result in increased awareness of positive home routines on the part of teacher, parent and child:

- proper nutritional habits can be carried over into the home by establishing good habits at school snack time or during a cooking lesson; children can cut out balanced meals from magazines and paste them onto a paper plate to represent their favorite meal
- proper hygiene habits can also be carried over into the home by ensuring that children are responsible for their own personal hygiene in the classroom including washing hands before meals and using proper toileting skills
- how children respond to scheduled rest periods during the school day may provide the teacher with an understanding of a child's need for sleep; children who sleep soundly for a period of time are catching up on needed rest
- class trips attended by volunteer parents may foster an increased awareness about neighborhood points of interest; teachers may want to distribute community calendars as a way of informing parents about activities
- parents can be kept informed about educational programs to be aired on TV by distributing a listing of upcoming specials (local TV stations often provide this service and include a brief description of the show)

Families in Crisis

An awareness of family structure and daily routine will help lead to an awareness of any crisis operating within the family unit. This awareness is crucial if the teacher is to fully understand the behavior of the child. Traumatic family events can result in a dramatic change in a child's overall behavior. The child may have difficulty attending or interacting with other children in social situations. The child may withdraw from the group or begin acting out in the classroom. There may be large emotional swings in the child's disposition. Unless a sound teacher/parent relationship has been developed, these behavior changes may go unexplained and result in the child being disciplined in school at a time when support and understanding on the part of the teacher are needed.

Often in times of crisis in the home, the child looks to the teacher and school as stabilizing factors. School can provide a regular routine and secure environment essential to young children until the family is able to deal with the unsettling experience and return to a more normal existence.

The following chart presents a list of commonly observed feelings and behaviors on the part of children in crisis and a corresponding list of suggested teacher responses.

CRISIS SITUATIONS	COMMONLY OBSERVED CHILD FEELINGS/BEHAVIOR	SUGGESTED TEACHER RESPONSE
DEATH	Questioning "why","how" Feelings of loss	Explain situation in concrete terms
DIVORCE	Feelings of failure Fear of unknown	Be a good listener and encourage child to express feelings
SEPARATION	Feelings of insecurity Sense of confusion	Read books to foster class discussions and activities (dramatic play, puppetry, language experience stories)
ILLNESS	Feeling of guilt Feelings of anger	Carefully observe the behavior of the child in various situations to better understand the child's feelings
CHILD ABUSE	Feelings of loneliness General emotional upset	Provide opportunities for success in school to build the child's self-esteem
SPECIAL NEEDS CHILDREN	Moodiness	Provide the child with opportunities for making choices about activities
	Withdrawal from others	Continue with realistic expectations for child's classroom behavior
	Aggressive behavior	Encourage parents to be open with the child about their feelings; urge parents to assure child that situation was not the result of any behavior on the part of the child

Multicultural Awareness

A close look at the following chart in light of what is presently known about how children learn may provide some guidelines for fostering positive growth and development in the area of multicultural awareness:

HOW CHILDREN LEARN	TEACHING GUIDELINES
Children are aware of the racial or ethnic differences of other people at a young age	Encourage expression of feelings and questions in a positive way Encourage the sharing of family experiences with others as a way of learning about other cultures
Young children find it difficult to relate to the concept of state or country; these concepts are removed from everyday experiences and are too abstract	Begin with understanding cultures in neighborhood and surrounding community; concepts related to far off lands are more appropriate when child is older
Children demonstrate multicultural awareness through everyday experiences	Multicultural awareness should be an integral part of each learning experience; language development, social skills development and problem-solving activities may all include an awareness of cultural likenesses and differences Curriculum activities are child-centered rather than specific lists of objectives to be mastered Difficult to evaluate objectively; requires teacher observation of the child in social interactions
Children easily perceive the attitudes of teachers and other adults	Understand own heritage and feelings regarding multicultural differences Broaden experience by establishing rapport with the families of participating children and becoming involved in the community Be aware of community resources and personnel who will also assist in multicultural awareness

Teacher-parent communication and cooperation is also a key element if differences in family life styles and cultures are to be positively utilized to broaden each child's experience rather than create misunderstandings.

Opportunities to reinforce the concept that people are alike in many ways but may have different ways of expressing feelings, thoughts and ideas abound:

- a visit from a family member or friend
- an experience of meeting someone in unfamiliar clothing
- meeting someone who speaks a different language
- the start of a particular holiday season
- conflict between two children in the classroom
- the arrival of a new child in the class

A more and more frequent experience in our schools today is the enrollment of non-English speaking children in early childhood education programs. Although this situation clearly demands additional understanding and attention on the part of the classsroom teacher, skilled teachers will turn this challenge into an exciting opportunity for children and adults to learn together. The children can be encouraged to be helpers for the new child while sharing new customs with the child's family.

The following activities may be incorporated into the daily schedule of the early childhood education program as a way of facilitating multicultural awareness and understanding:

- self-concept activities: cut out large outline shapes of the children and ask them to color in facial features and clothing; talk about likenesses and differences seen in the outlines
- family photographs placed on the outline of a child's family tree provide the child with a better understanding of family heritage
- role-playing opportunities in housekeeping center, dress-up center highlight different family customs, diets and ways of dressing
- puppet shows depicting favorite family celebrations demonstrate different cultural backgrounds
- language experience stories dictated by the children after a class trip or a visit from one of the children's family members provide children with the opportunity to express feelings and ideas about their new learnings

- trips to neighborhoods and museums broaden cultural experiences
- cooperative play opportunities including block building, science experiments, planting a garden, etc. foster social interaction with, and understanding of, peers
- cooking activities, some of which may be coordinated by parents of the children, provide opportunities to explore recipes from different cultures
- holiday customs and celebrations, music, dancing, singing and learning new languages also foster understanding of the likenesses and differences between cultures

CLASSROOM ENVIRONMENT

From the moment a child enters school, the classroom environment takes on a crucial role in shaping the growth and development of the young child. Although the classroom environment could also be more broadly defined to include the entire school setting, it is the child's day to day experiences within the classroom itself that will be considered in detail in this section of the Guide. In addition, it is the classroom teacher who is assumed to have the most significant responsibility for creating a positive learning environment within which children are encouraged to grow and flourish. Other school personnel provide a supportive role for the classroom teacher and contribute to the team effort of the school.

A successful classroom environment must take into account the following factors:

Social/Emotional Setting

Physical Setting

Facilities
Room Arrangement
Equipment

Social/Emotional Setting

When children come to school they have several needs in common:

- to feel welcome
- to accept and be accepted by other children
- to become a cooperative member of the group
- to develop or extend a positive self-image
- to feel secure in these new surroundings

No child can achieve all this alone. The child must have leadership from the teacher. It is the teacher who gives the child a sense of security. Children know whether they are important, whether their ideas are recognized, whether their mistakes are accepted and corrected with understanding. They know whether they are welcomed or rejected. Perhaps the major responsibility of any teacher is to assure that each child develops a very real feeling of belonging.

ON FEELING WELCOME

Children come to feel welcome through simple everyday experiences of:

- hearing and expressing informal good mornings and other personal greetings
- engaging in conversations with the teacher and children
- sharing room tasks with the teacher and children (watering plants, caring for pets, mixing paints, cleaning the sink, etc.)
- questioning and finding a teacher who is willing to answer
- planning with the teacher for a proposed activity
- discussing problems of living together such as: sharing equipment, taking turns, being considerate of others, sharing responsibilities and being courteous
- participating in friendly games, discussions, songs and conversations
- becoming acquainted with all school personnel: the principal, custodian, nurse, librarian, cooks
- receiving help, encouragement and constructive suggestions in work-play activities
- participating in a three-way friendly interchange including parent, teacher and child
- enjoying humorous situations with teacher or children

ON BEING ACCEPTED

For most children to accept and be accepted is a major adjustment. No longer can children always do what they want to do, play with what they want at the time they want to do so. This frequently causes behaviors of aggression, rejection or at best frustration. To help establish mutual understanding, the teacher:

- keeps a watchful eye as children work
- encourages cooperative activity such as block building, homekeeping or dramatic play
- invites two or more children to share an art activity
- asks two children to team up for classroom chores
- encourages children to discuss plans and to try to reach an agreement
- sees that each child gets an occasional turn to do something important

ON BEING COOPERATIVE

Cooperation is an essential of good citizenship but young children have little concept of this. Young children find:

- it's hard to be friendly to someone they don't know very well
- they cannot appreciate another individual until they develop some common interest or until the individual demonstrates some special talent
- they cooperate poorly unless they have a common purpose, working and playing together
- they learn to cooperate by contributing their own special talents to any enterprise providing the differences in those talents are accepted without comparison

ON BUILDING SELF-IMAGE

Young children need to feel good about themselves. To grow as a person, every child needs freedom to:

- find a place in the group
- choose daily activities
- tackle problems that are important
- learn something new
- express own opinions
- share personal achievements with others

ON ACHIEVING SECURITY

Most children grow where self-responsibility and independence are tempered with reasonable control and where affection, acceptance and encouragement are constant and genuine. Most children find security in very simple things such as:

- equipment that appeals to them
- time to enjoy it
- expectations geared to their ability
- enough responsibility to give a feeling of work well done
- help and suggestions when necessary
- much praise for each small achievement
- comfort when tired

Physical Setting

From the time children arrive in the classroom they should find themselves surrounded by a physical setting that:

- stimulates their intellect
- arouses their curiousity
- improves their thinking and problem-solving ability
- leads to dramatic play
- provides for physical activity
- requires manipulation
- encourages construction
- inspires creative expression
- demands communication of ideas
- calls for sharing and cooperation
- broadens human relationships.

To foster these goals the teacher must plan the classroom facility to create a stimulating atmosphere and invitation to learning.

Facilities

Structuring the classroom facilities requires striking a delicate balance between the following components:

Quiet space for looking at books & pictures, assembling puzzles, working on a personal project	Noisy area for block building, musical instruments, sawing & hammering
Large muscle coordination activity space for hopping, leaping, tossing & rolling	Small muscle activity area for beading, pegging, coloring & tracing
Open shelving for free choice materials	Secured storage areas for teacher records & belongings
Large group activity area such as a large masking tape circle on the floor for introducing the day's agenda or meeting a special person	Learning centers for small group & individual activities set up in a non-distracting area
Child-centered activity area near sink for creative self-expression such as easel painting, cutting & pasting, sand & water table	Teacher-directed activity area perhaps with a table & chairs for lessons on science, math, reading, or other area
Bright, sunny areas for growing plants	Darkened area for showing slides and filmstrips
Open areas to encourage creative movement and exploration	Shelving units & cabinets placed to section the room into separate work/play areas
Talking areas such as dramatic play, dress-ups and housekeeping corner	Listening area with tape recorder & headsets for hearing favorite stories, songs
Sitting areas with tables, chairs, pillows, rug squares	Moving areas with space for dancing, marching, imitating
Indoor space that provides safety, security & stimulation	Outdoor space that provides safety, security & stimulation

Knowledge of developmental learning theory will help the teacher to structure the classroom facilities to meet the needs of participating children.

DEVELOPMENTAL LEARNING	CLASSROOM FACILITIES
Children Learn by Doing	Active involvement requires appropriate space for movement and interaction
	Classroom is designed to facilitate orderly flow of children from one activity to the next
	Materials are available to children on open shelves
	Materials such as blocks, gross motor equipment, dramatic play materials and manipulatives (like puzzles) encourage experimentation and exploration rather than only "correct answer" responses
	Classroom furniture and play equipment should be selected for safety and durability; it should be flexible, easy to move and lend itself to creative uses
Young Children Learn Through Concrete Experiences	Opportunities for interaction with concrete materials are available daily
	Manipulative materials such as puzzles, blocks, tools abound
	Life-like objects and materials such as dolls, kitchen appliances and trucks are essential before moving onto semi-abstract materials such as pictures
	Science and social studies areas should display real materials gathered by the teacher and children such as leaves, rocks and shells
No Two Children Are at Exactly the Same Developmental Level	Each area of the curriculum is represented by a selection of materials which taps a wide range of developmental functioning
	Areas set aside for learning centers enable the children to work on activities at their own pace and provide for individualization of instruction
	Small group activity areas allow teacher to group children for instruction; areas may include a table and chairs or simply a masking tape circle on the floor with pillows or rug remnants with appropriate materials nearby on open shelves

DEVELOPMENTAL LEARNING	CLASSROOM FACILITIES
Positive Self-Concept Fosters Growth and Development	Open shelves for free choice materials provide children with opportunities for making selections based on their own areas of interest Areas for creative self-expression and dramatic play assist children in establishing their own identity Music and gross motor activity areas also allow children to express themselves in a unique manner
Learning Takes Place Via Novel Experiences to which Children Relate Past Learnings	Learning centers including science and social studies centers will need to be changed on a regular basis to maintain interest and optimum learning Rotation of materials is done systematically throughout the year to prevent boredom with materials and to maintain a healthy level of anticipation of new activities Furniture and equipment must be easy to move in order to allow for room arrangement changes; for example, there may be only one or two learning centers set up in the beginning of the year with additional centers added as the children feel more comfortable with self-directing activities

The amount of space required for early childhood education classrooms is often set up as 35 to 50 square feet per child of indoor space and 60 to 75 square feet per child of outdoor space. Sometimes it is given in terms of square footage per group of 20 children, divided according to the activity areas required by the program. It is suggested that indoor facilities for a group of not more than 20 children should provide 200 square feet of space for group activities, 250 square feet for active play and 150 square feet for quiet activities. Specific space requirements are mandated by the particular governing agency to which the program reports. Consult the appropriate office in Harrisburg for specific space and facility requirements.

Space must be able to absorb the noise and activity of young children. In any early childhood education classroom there are a number of activities going on at one time. It is generally agreed this can be most effectively handled when the area is organized to provide a quiet, secluded spot, an open central area and a corner for creative and noisy activities. These areas can be organized in such a way that traffic problems are reduced, equipment and materials required for the activities are easily accessible in that area and noise is contained within each section as much as possible.

Additional space must also be allotted for food preparation, the teacher's materials, toilets (if in the classroom), sink and work areas, storage of materials and equipment, individual cubicles and garment storage for children, bulletin and chalk boards. The outdoors should blend with the indoors for both are considered classrooms. Storage space that children can reach and use is necessary both outdoors and indoors. To make materials accessible and encourage organization in the classroom, there can be large shallow drawers for paper, wheeled carts for blocks and movable shelving to double as partitions. Shelves of varying sizes take care of materials requiring different kinds of space, such as shallow shelves for paper, puzzles, crayons, etc. and deeper shelves for toys, blocks, etc. Locked and rainproof storage cabinets are handy for the outside.

Other general requirements of classroom space for young children are good ventilation, lighting, safety, beauty and utility. Furniture must be scaled to children (think of their eye level, arm reach, and height) and should be sturdy, with no sharp edges. The floor must be warm, clean, smooth but not highly polished and slippery. The room should also be free from drafts.

The following section provides some ideas for room arrangement.

Room Arrangement

The arrangement of the classroom is in large part determined by the size and shape of the physical room itself. It is further determined by the amount of furniture available and the number of students to be served.

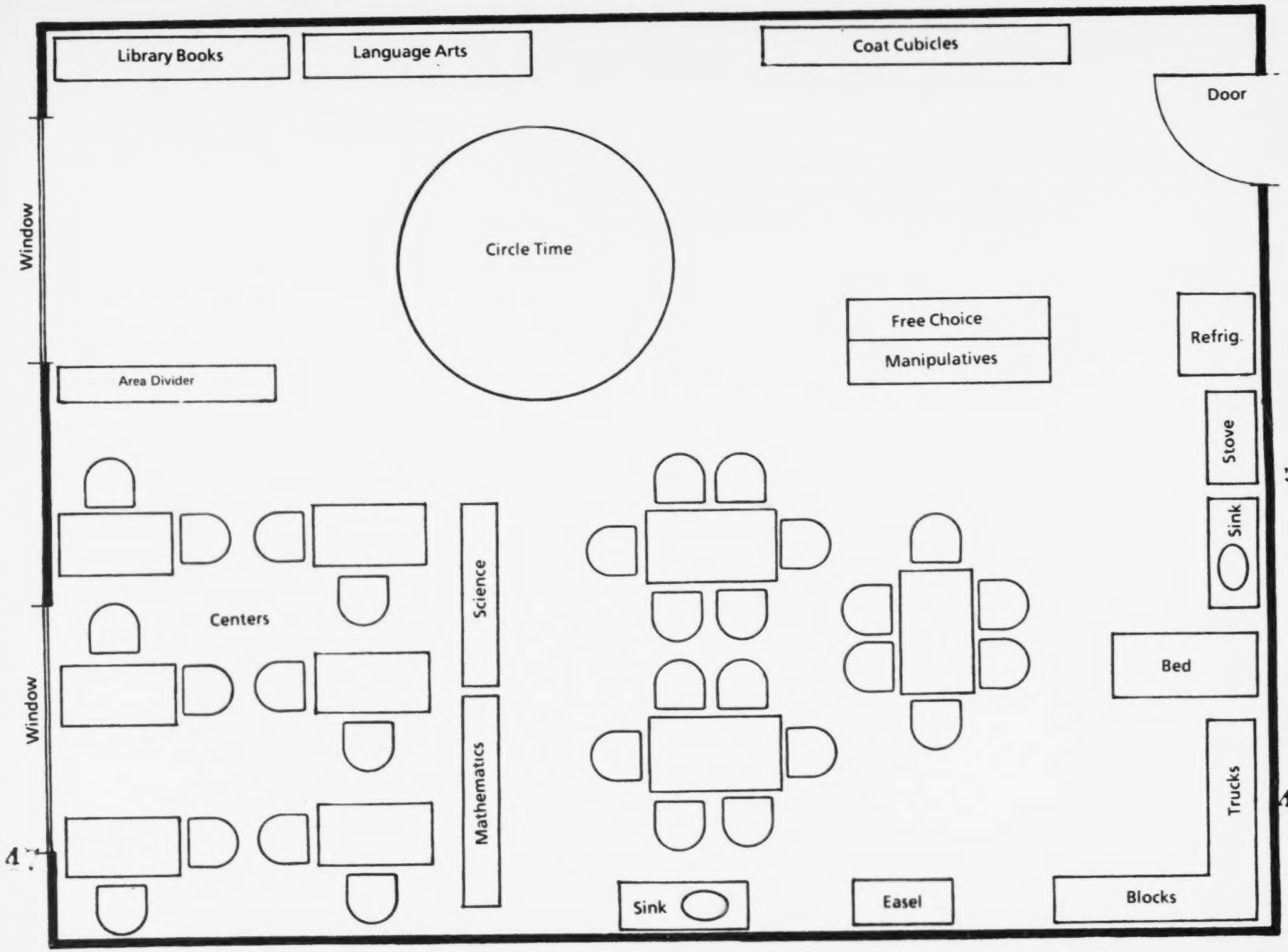
There is no "best" arrangement of any classroom. Each teacher must evaluate the needs of participating children as well as consider the objectives of the program in order to set up the classroom for optimum learning. The chart in this section outlines a number of room arrangement considerations and corresponding options.

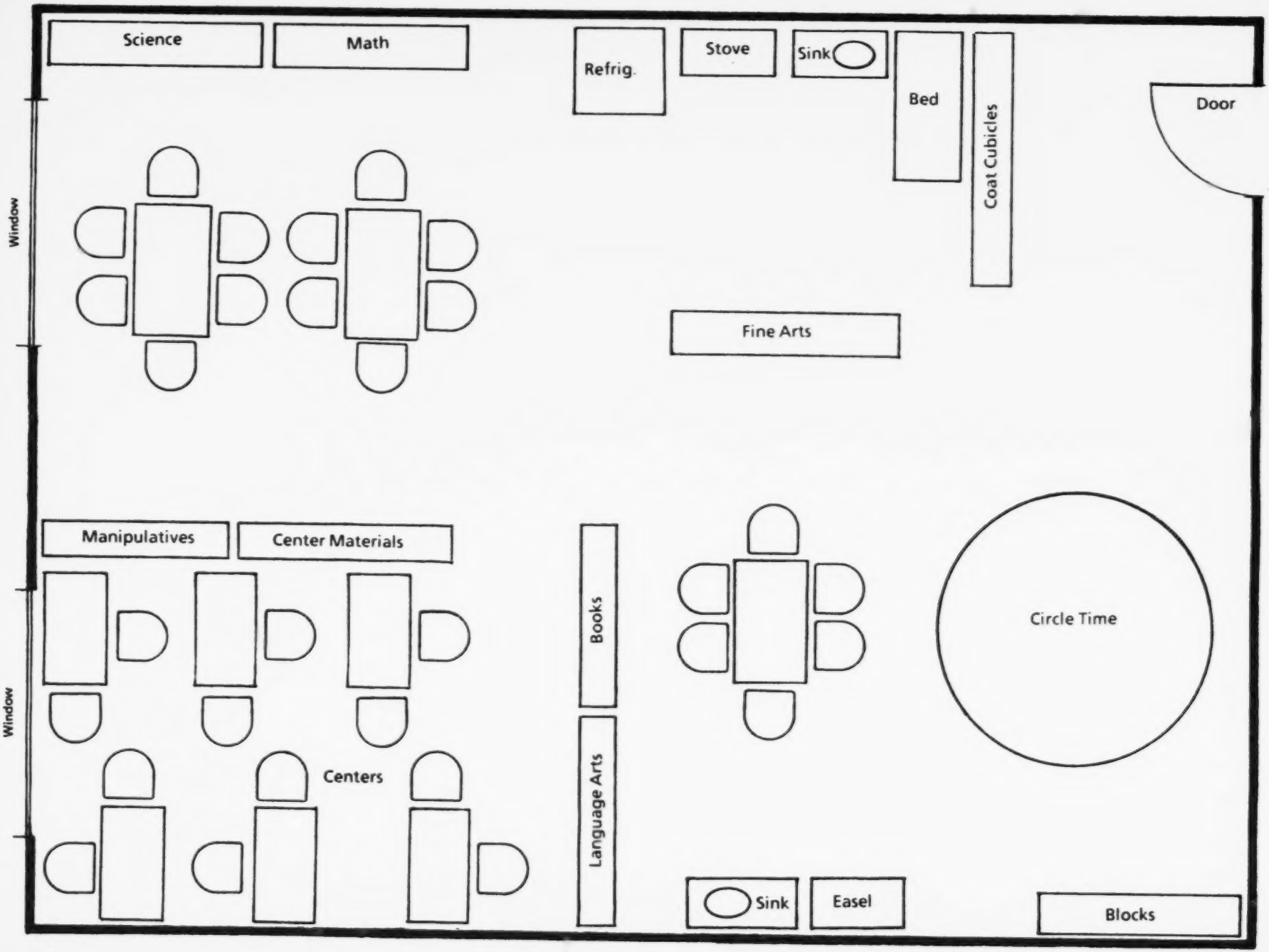
As a way of demonstrating the variety of ways in which an early childhood classroom can be arranged, the same room is diagrammed on the following pages showing two different room arrangement plans. Each plan uses the exact same furniture. The specifications are as follows:

size of room: 25′ x 35′
one door leading to hallway
two windows
one sink
3 rectangular tables
6 individual student desks
30 chairs
8 shelving units
1 easel
dramatic play furniture
(sink, stove, refrigerator)
coat storage/cubbies for all children

Room Arrangement (Continued)

CONSIDERATIONS	OPTIONS
Small room	Be careful not to have more furniture than absolutely necessary — use one set of tables and chairs for many purposes
Large room	Cut down on the wide open feeling of a large room by sectioning off areas with storage cabinets and/or shelving units
Little outdoor space; no gym available	Plan space for large muscle activities; leave sufficient open space for gross motor activities
Limited furniture	Many activities lend themselves to floor work such as math, reading and puzzles; simply make a masking tape circle on the floor to show the work area; rug remnants and pillows can be substituted for chairs; one set of tables and chairs can be used for snack, art, etc.
Limited materials	Do not put all materials out at once; rotate materials on a regular basis to provide the excitement of "new" games and activities; use teacher-made learning centers to supplement materials
Limited shelving units	Shelves for materials are essential so substitute stackable plastic milk crates, cinder blocks and wood planks, dishpans, etc.; these also double as area dividers
No sink	Substitute plastic dishpans for water play
No sand & water table available	Substitute a small inflatable plastic swimming pool
Full day schedule	Be sure to provide equipment for rest periods such as cots or foam pads
Program emphasis on individualized instruction	Use storage units and other furniture to divide the room into individual learning centers; make sure appropriate materials are at each center
Program emphasis on small group instruction	Use tables in different areas of the room for small group activities or use area rugs or masking tape markers to set aside small group clusters
Activity areas that go together	Science and math activities Science and art activities Reading and listening corners Blocks and dramatic play areas Art and water activities (near sink!) Blocks and woodworking activities Language arts and listening areas Creative play and cooking activities Art and Music centers Gross Motor activities & block building


Library Books
Language Arts
Coat Cubicles
Door
Window
Circle Time
Free Choice
Manipulatives
Refrig.
Area Divider
Stove
Sink
Centers
Science
Mathematics
Window
Bed
Trucks
Sink
Easel
Blocks


Science
Math
Refrig.
Stove
Sink
Bed
Coat Cubicles
Door
Window
Fine Arts
Manipulatives
Center Materials
Books
Circle Time
Window
Centers
Language Arts
Sink
Easel
Blocks

HG

HGa

Equipment

The following is a list of suggested equipment and materials for early childhood education programs:

Basic Furniture

Tables for children — one table for every six to eight children (appropriate height)
One chair (scaled to size) for each child
Refrigerator (unless room has access to a cafeteria)
Hot plate (unless room has access to a cafeteria)
Sink (if possible or access to one)
Bookcase or book display rack
Equipment for resting (especially for full day program)
Teacher's desk and chair (if desired)
Two large wastebaskets
Hide-away storage cabinets (for materials not in use)
Open-shelf storage units (appropriate height for children to reach)
Large cabinet or box for blocks
Coat lockers or cubbies for each child (or some type of hooks to hang outdoor clothing; trays or dishpans may be used for other belongings)
Pillows or rug remnants if desired
Sand and water table if desired
Chalkboard or whiteboard if possible (or substitute easel paper for drawing and writing)
Flag

Teacher Materials

Adult-size scissors
Stapler and staples
Paper punch
Paper cutter
Masking tape
Scotch tape
Straight pins and safety pins
Yardstick and ruler
Magic markers
Paper clips and paper fasteners
Pencils and pens
Chalk and erasers
Lesson planner, attendance book etc.

The following centers may be set up in the classroom to include some of the equipment and materials listed under each. It is not necessary to have all the materials listed. The right hand side of the chart lists corresponding learning ojectives.

Active Play/Gross Motor Center

Equipment/Materials	Child Will Be Able To
rocking boat	balance
seesaw (indoor)	walk
wagon	run
tricycle	skip
climbing gym	hop
punching bag	slide
balance beam	gallop
bean bag toss	jump
rubber and nerf balls (various sizes)	roll
tumbling mat	bend
expandable tunnel	push, pull
jump ropes	twist, turn
large hoola hoops	shake
two-wheel scooter	bounce
workbench (tool set, hand drill, etc.)	lift
	throw, catch
	hammer, saw
	move rhythmically

Language Arts/Library Center

Equipment/Materials	Child Will Be Able To
books of all kinds	demonstrate interest in books
picture files	roleplay favorite stories or storybook characters
storybook figures (stand-up, flannel)	share books and equipment
puppets	discuss stories
flannel board with felt shapes and characters for story telling	handle books properly
listening center with tape recorder/ record player	identify main ideas of stories
posters	listen quietly to stories
sequencing games	play vocabulary games
alphabet letters (felt, tactile blocks)	name objects in stories/pictures
	create language experience story
	describe story sequence
	sequence events
	interpret what is read or heard
	explain what is read or heard

Manipulatives/Perceptual Activities Center

Equipment/Materials	Child Will Be Able To
stacking and nesting toys	stack
pounding bench	pound with hammer
lacing boards	lace
small interlocking blocks (Legos, Bristle Blocks)	build, construct
tinkertoys	button
buttoning, snapping, zipping boards	snap
tying boards, shoes	zip
parquetry blocks, patterns	tie
sorting boards (size, shape, color)	sort
pegs and pegboards (also pattern cards)	match
beads and laces (also pattern cards)	use small muscles
puzzles (interlocking, lift-knob, etc.)	pattern
lotto games	reproduce
colored inch cubes and patterns	bead
variety of activity cards (opposites, rhyming, halves to wholes, matching, go-together, spatial relationships, sequencing, memory, classification)	compare complete puzzles use puzzle knobs discriminate likenesses and differences rhyme identify opposites match halves to wholes associate identify spacial relationships sequence classify
large plastic stencils	trace
large body puzzles	assemble
small workbench	use tools

Mathematics Center

Equipment/Materials	Child Will Be Able To
numerals (flannel board cut-outs, etc.)	identify numerals
counting games	count
shape sorters and games	order numbers, numerals
pattern games	sort
domino blocks and games	pattern
play cash register and play money	group sets
clock puzzles and toys	identify money
ruler	classify money, shapes, sizes
scale	tell time measure distance and objects weigh objects estimate

Dramatic Play Center

Equipment/Materials

dolls and doll clothes
doll bed and bedding
cuddly toys
dishes, cooking utensils
silverware
telephones
rocking chair
soap, laundry materials
ironing board, iron
doll carriage
play refrigerator
play sink
play stove
cupboard
table and chairs
washline, clothes pins
dress-up clothes-
male & female
housekeeping utensils —
broom, mop, etc.
cash register and money
plastic fruit/vegetables
food boxes

Child Will Be Able To

use correct names of common kitchen utensils and equipment
share willingly
take turns cleaning
put doll house in order
play well with others
dramatize familiar home roles
learn to give and take
exhibit sense of family values
use correct utensils when eating
role play trip to grocery store
classify fruits and vegetables
use money appropriately
expand vocabulary through conversation/ role playing
express thoughts and feelings through role playing

Science Center

Equipment/Materials

aquarium
terrarium
magnets
prisms
specimens
exhibits
animal cages and pets
plants
weights
measuring spoons, cups
magnifying glass
microscope
stethescope
thermometer
weather board
incubator

Child Will Be Able To

examine real objects such as stones, leaves, fossils,etc.
conduct various experiments
explore properties of materials independently
discuss experiences with others
demonstrate proper care of animals and plants
participate in group projects
classify objects and events
expand vocabulary by describing properties of things seen
participate in experiments over a period of time thereby better understanding the sequence of events
observe and report findings
collect objects and information needed for experiments
compare objects and events
question what is observed

Art Center

Equipment/Materials	Child Will Be Able To
easels	express ideas in own way
crayons	use materials in a variety of creative ways
paste, glue	participate in both individual and group projects
scissors	evaluate own work and work of others
paints(tempera, finger, water color)	express pride in own efforts
paper (tissue, construction, oak tag, etc.)	compliment the efforts of others
collage	complete projects
string	discuss works with others
felt	recognize shapes and colors
cloth scraps	name shapes, colors and sizes
paper bags, plates, cups	combine several media into one project
paper scraps	show correct care and use of materials
pipe cleaners	assume clean-up responsibility
spray paints	feel the differences in texture of different materials
containers for storing/cleaning brushes, paints	demonstrate eye-hand coordination in the use of scissors, crayons, etc.
clay or play dough	demonstrate ability to draw, paint, cut, build, mold, mix, tear and paste
pieces of sponge	
screening	
wallpaper samples	
oilcloth	
burlap	
rolls of mural paper	
wire	
clothes hangers	
smocks	
stamp pad and stamps	
styrofoam	
wood scraps	
assorted boxes	
chalk	
cookie cutters	
newpaper	
toothbrushes	

Music Center

Equipment/Materials

- record player/tape recorder
- piano
- rhythm sticks for each child
- rhythm band instruments
  - drums
  - tambourines
  - jingle bells
  - clogs
  - sandblocks
  - tone blocks
  - cymbals
  - triangles
  - xylophone
- autoharp
- listening center with headphones
- pitch pipe
- tuning fork
- materials to make homemade instruments
  - rubber bands
  - bottle
  - cigar boxes
  - aluminum piepans
  - wood blocks
  - metal lids of several sizes
  - metal buttons
  - round cereal boxes
  - sandpaper

Child Will Be Able To

- participate in forms of music
- listen to many forms of music
- interpret rhythms in music
- move rhythmically to music
- keep reasonable time when using rhythm instruments
- express emotions through music
- sing songs
- clap or tap out beat of music
- relax to music
- handle instruments with care
- hear differences in pitch, tone
- use materials for making instruments
- participate in musical games
- identify loudness/softness of music

Block Center

Equipment/Materials

- large wooden blocks
- cardboard blocks
- boards (8'' x 4'')
- assorted smaller blocks
- traffic signs
- farm and zoo animals
- wooden people figures
  - family
  - community helpers
- wooden vehicles (cars, trucks, fire engines)

Child Will Be Able To

- use imagination and roleplay
- construct various buildings such as houses, schools, barns
- demonstrate understanding of safety concepts using vehicles and traffic signs
- demonstrate understanding of social concepts by role playing family situations
- express feelings through role playing

Social Studies Center

Equipment/Materials	Child Will Be Able To
globe	participate in individual and group activities
maps	discuss social studies concepts presented through different media
pictures	relate concepts to everyday life
posters	express ideas and feelings
puppets	value self and others
magazines	appreciate community workers
newspapers	
books	
filmstrips, slides, etc.	

Audio-Visual Center

Equipment/Materials	Child Will Be Able To
film projector	use most AV materials
overhead projector	share materials
VCR	demonstrate interest in content
slide projector	take care of equipment
viewmaster and reels	discuss concepts and ask questions
tape recorder and tapes	
record player and records	
headphones	

Wealth of equipment, although certainly a contributing factor in stimulating interest, is not a guarantee of continued growth and eagerness for learning. Here are some additional questions to ask:

Is there easy access to everything in the centers of interest or is the equipment so out-of-reach that no one notices it?

Is there freedom to use the equipment or do rigid rules and restrictions tend to limit children?

Is there time to explore the room or is every moment of the day structured for the class?

Is there opportunity to express ideas that develop from use of the materials and equipment?

Is there a place to exhibit all the added bits and pieces that children bring to school to share with others if this is encouraged?

Is there a follow-through of teachable moments that spring from the children's explorations?

HOME/SCHOOL RELATIONSHIP

It is essential to establish a positive rapport between home and school, particularly during the early years of a child's education in order to facilitate a cooperative educational effort. Schools do not have a monopoly on learning. Parents are teachers too. But they need assistance from teachers in determining what kinds of experiences are appropriate for their child. They need to feel that their input is valued by the school and they need to gain the confidence necessary to feel that they can provide learning experiences at home that will reinforce activities presented in school. Increased positive rapport and communication between parents and teachers will assist in fostering the growth and development of children.

The ideal home-school relationship provides parents with:

- an understanding of child development principles
- an understanding of their child's current level of functioning in all areas of development
- realistic expectations for their child's behavior and performance
- an understanding of curriculum goals from readiness activities to more formal instruction in reading and mathematics
- a repertoire of fundamental activities for stimulating child growth and development at home
- the support necessary to develop confidence in their ability to effectively foster positive development at home
- techniques for easing the transition between home and school
- an understanding of the school's role and responsibilities as a partner in helping the child develop
- ongoing communication between home and school regarding the child's developmental progress

Initial Contacts

Prepare Letter of Welcome or Handbook

Preparation for the start of school typically begins six months prior to opening day. A technique used effectively in "setting the stage" for the overall registration sequence is a Letter of Welcome and/or an Early Childhood Education Handbook. This document is typically written and presented by the early childhood education staff to familiarize parents with the procedures and expectations of school entrance and enrollment. It serves an important role as an initial contact with parents and therefore should be carefully prepared to cover anticipated questions and concerns as well as day-to-day operations of the program. Parent responsibilities and expectations are also outlined.

The Letter of Welcome/Handbook should include:

- welcome note from principal and/or teaching staff
- rationale/philosophy of early childhood program
- list of registration procedures in sequence
- curriculum overview
- spring program outline
- spring visit schedule
- classroom rules and regulations
  - snack and lunch procedures
  - show and tell
  - absences
  - special permission forms
  - special celebrations such as birthdays
  - things to bring from home (paint shirt, blanket)
  - emergency contact procedures (for family and school)
- classroom schedules
- teacher expectations for child behavior

The Letter of Welcome or Handbook may also include suggestions for parents to ease the transition:

- talk with and read to the child
- build a happy attitude toward school
- teach the child safety rules (street, strangers)
- encourage child to dress independently
- let the child make decisions at home
- encourage the child to pick up toys, etc.
- see that the child eats well, gets enough sleep
- let child play with other children of same age
- encourage the naming of shapes, colors, sizes, pictures and things in the environment
- give the child as many experiences as possible such as picnics, small trips, visits to the zoo, etc.
- give the child a sense of security, love
- encourage child to take care of toilet needs
- help child to learn to follow directions
- praise the child for doing a good job in order to build self-confidence
- if possible, teach full name, address and phone number to child
- discuss with teacher any conditions which may hinder the child's progress in school

Spring Visits

One of the most effective techniques for establishing a positive rapport between home and school is the scheduling of spring visits for entering children and their parents. The expected result of spring visits is that both children and parents will feel comfortable with the early childhood education program and look forward to participating in the future.

The spring visit agenda for the children may utilize a variety of formats:

- small groups of new enrollees (2-4) attend an actual session for the entire school day or a portion of the day to become familiar with the teacher and classroom routine
- small groups of new enrollees (4-8) attend at a time set aside just for them, perhaps on early dismissal days or specially assigned days; children meet their prospective teacher and participate in pre-structured activities designed to reflect typical activities presented
- parents and their children attend together to meet the teacher and get a tour of the school; they may observe a class in progress

Spring visits to school:

- familiarize children and parents with the daily routine
- provide an opportunity for children and parents to meet the teacher prior to the start of school
- provide teachers with an opportunity to observe children in the classroom
- provide parents with an opportunity to observe children in the classroom environment
- enable children to meet prospective classmates prior to the start of school
- familiarize children with the physical layout of the classroom and school

Parent Information Meeting

The parent information meeting can be incorporated into the total spring program as a way of fostering positive home-school relationships. The "Growing Together" theme of this guide suggests the team effort philosophy of helping young children learn.

Parent information meetings serve as a forum for:

- ► introducing key teaching and administrative personnel to parents
- ► introducing parents to one another
- ► outlining program goals and objectives for the next school year
- ► outlining special services and activities provided for the children
- ► providing parents with information on how they can best prepare their child for school
- ► discussing safety rules and regulations
- ► outlining parent roles and responsibilities as viewed by the school
- ► highlighting the curriculum and material used throughout the year
- ► outlining techniques to be used to keep parents informed about school activities
- ► providing parents with an opportunity to ask questions
- ► identifying ways in which parents can become involved either as classroom aide volunteers, special resource people, etc.
- ► discussing transportation plans and concerns
- ► encouraging parents to visit school
- ► building confidence in teacher's ability to meet the needs of all participating children
- ► identifying those topics for which parents would like more information via future meetings, handouts, special speakers, etc.

Welcome Letter or Card to Child

Children enjoy receiving letters and cards in the mail. Correspondence from a child's teacher can help communicate the message, ''You are special'' and ''I care about you.'' The parent is encouraged to read the letter to or with the child depending on the developmental level of the child. A teacher's letter to the child entering school may include the following:

- a description of the teacher including special interests, talents, etc.
- a description of the child's class including the total number of children, the number of boys, girls and perhaps a listing of first names
- a description of the school building as well as the classroom itself; a list of learning centers or activity areas in the room will provide the child with a realistic expectation of classroom materials and games
- a brief overview of the school day which the parent may discuss with the child as a way of preparing the child for the daily routine at school
- a short story or puzzle or matching game to pique the child's interest in coming to school for more activities
- a personalized message to the child, if possible, to show that the teacher is aware of something unique and special about the child

Registration Day

If no spring program is planned for entering children and their parents, registration day may be the child's first introduction to the school. Thus the goals previously outlined for the Spring Program must be accomplished on registration day, namely establishing rapport between home and school, having children and parents feel comfortable with the goals and philosophy of the school and giving the teacher an opportunity to assess the child's needs and/or concerns.

As is the case during spring visits, it is suggested that the classroom teacher be available to interact with children and their parents on registration day. Aides and volunteers may be made available to assist in carrying out daily responsibilities.

Registration day can be as informal as simply having the parent fill out a registration form, with or without the child present, to a day of planned activities designed to acquire as much information as possible about the child in order to best develop an appropriate program.

More and more schools are capitalizing on the opportunity that registration day provides for sharing information between home and school. A registration day designed to acquire as much information as possible about the child may look like this:

- teachers meet with small groups of parents and children for introduction to one another and school staff
- children go to classroom with teacher, parents complete registration form with counselor or other administrative personnel
- teachers observe children's behavior in a typical classroom environment
- teachers and/or specialists may also more specifically assess developmental needs by administering a school-developed or commercially-prepared screening evaluation or skills inventory; this information aids the teacher in planning developmentally appropriate activities for each individual child from the very beginning while observations made during registration are used to get an indication of potential problems and how they might best be handled
- additional screening procedures such as speech, vision and hearing evaluations also may be conducted by the appropriate personnel at this time
- parents have an opportunity to observe child in the classroom environment; this provides a first-hand look at how the child interacts with peers, follows directions from the teacher and completes classroom activities
- teachers meet with parents either individually or in a group to answer any questions they may have about the day's activities
- parents and children receive a tour of the building to familiarize everyone with the important facilities
- refreshments are served before going home, which provides an opportunity for informal conversation

Orientation Day

Children's Orientation Day

The first day of school is usually an exciting experience. Almost every child looks forward to this event with great anticipation. For some children the adjustment from home to school is a smooth, successful one. For others it may be a disappointing, frightening or over-stimulating event. To help the child feel at ease and to become acquainted with the new environment the teacher should:

- greet children personally and informally using each child's name and making some comment of welcome
- see that children meet others casually and informally
- give children time and freedom to explore the room and to investigate the materials and equipment
- keep familiar materials, such as housekeeping toys, blocks, crayons, paper and books readily available
- during the first days, give children personal supervision in the use of materials, equipment
- show the children where to put their coats and the location of toilet facilities
- point out the location of drinking fountains and routes to the playground
- allow children to explore the playground and the surrounding grounds; if there is a special section for early childhood, emphasize what its limits are
- see that the class becomes acquainted with school patrols and bus drivers in order to establish a respectful and trusting relationship
- have the class visit the principal to emphasize that the principal is a friend
- familiarize class with all safety rules such as fire drill procedures, walking in halls and stairways

Orientation Meeting for Parents

This is an additional meeting in the beginning of the school year. Such a meeting has several purposes:

- to establish a cooperative relationship between home and school for the welfare of the child
- to build up mutual respect
- to prevent any first day difficulties
- to relieve apprehensions and tensions

Communication/Reporting to Parents

Reporting to parents is another way in which a strong home-school relationship is established. Written reports are often used to supplement parent-teacher meetings and conferences. It must be remembered, however, that the best written report cannot replace personal conferences. The most acceptable information to include in any form of reporting is information that will help parents better understand and provide for their child's development.

Whatever form of reporting is used, the content should be considered carefully. The teacher must be honest with parents, but, at the same time, remember that the child being evaluated is very special to the parents. A teacher can gain parental confidence by first commenting about a child's strengths and then mentioning the child's limitations and difficulties. This method does not put parents on the defensive and sets the stage for a positive exchange of ideas, questions and concerns.

Parents want to know about their child's progress. They have a right to know and it is the teacher's responsibility to keep them well-informed, not only at the end of school but throughout the entire year. When children have major difficulties, it is especially important that parents be made aware of the existing problems and subsequent progress made during the year.

The techniques outlined on the following pages may be used to communicate and report information to parents.

Parent Meetings

Parent meetings are an excellent opportunity for teachers to share information of general interest to all parents. Meetings serve as a forum within which teachers can discuss how children learn and the implications for home and school cooperation. Parents are given an opportunity to ask questions about the school program as well as raise issues about child development in general. Parents enjoy meeting with other parents and often learn successful child interaction techniques from each other.

A planning worksheet for parent meetings may be distributed at the beginning of the school year or at the first scheduled parent meeting as a way of obtaining information about those topics of most interest to participating parents. The teacher can then structure demonstrations, speakers or other presentations on these topics. Space is provided for parents to fill in their own particular areas of need. Topics typically of interest to parents include:

- language development in young children
- physical and motor development in young children
- emotional development in young children: fostering positive self-esteem, handling behavior problems, disciplining; understanding parent-child relationship
- social development in young children: helping children to adapt to expectations; encouraging children to play and interact with other children; encouraging appropriate interaction with adults
- intellectual development in young children: stimulating thinking, problem-solving and decision-making
- television viewing - quality and quantity
- educational materials to make/buy for home use
- preparation for reading
- preparation for mathematics

A favorite activity to share with parents at parent meetings is the idea of Today Cards. The concept of these cards is that the parent and/or child makes up a number of short activities which are written on individual cards and placed in a shoe box or some other container. Once a day or on pre-selected days each week, the child reaches into the box to select a Today Card or activity card. Together the parent and child complete the activity. Parents express enthusiasm for the concept of setting aside structured time to share an enjoyable task with their child. Children are also happy to have special time with parents to do something that both will enjoy. The following is a list of suggested Today Card activities:

- bake a cake or mix some jello
- really listen to your child - no television, just talk
- tell your child you appreciate some task done well
- help your child select or make a greeting card for a special friend
- ask your child to sort your canned goods - maybe all the soups on one shelf
- allow your child to do something really messy
- read a favorite story that your child selects
- suggest that your child invite a friend over to play
- help your child make something out of a cardboard box
- sing a song together
- allow your child to sort the pots and pans
- ask your child to help you figure out how your house was built - what materials were used
- trace around your child on a large piece of old wrapping paper - let child color or paint features and clothing
- cut pictures out of old magazines to paste into a book your child makes and narrates

Parent Conferences

This type of parent reporting provides the teacher with a formal opportunity to outline pupil progress to date. Parent conferences are typically scheduled several times throughout the school year as a way of reviewing the child's performance in the various developmental areas. The following guidelines may be helpful in structuring parent conferences:

- begin and end the conference with positive feedback regarding the child
- clearly define program goals and objectives in terms that can be easily understood by the parents
- be honest and objective in describing the child's performance in school
- show samples of the child's work whenever possible to support the overall progress report
- provide results of more formal evaluations if they are available
- allow time for parents to ask questions regarding the evaluation and to provide insight as to how progress may be maintained or improved
- positive teacher-parent rapport fosters a natural exchange of ideas and techniques for providing the most optimum environment for learning
- be sensitive to the parent's view of the situation
- define areas of concern and identify problems which may require special attention
- provide ideas for helping the child at home which will be fun for both parent and child
- follow-up on specific recommendations

Parent Visits

Parents should be encouraged to attend the classroom at any time during the school year. This is an ideal time for the parents to observe the child in the actual classroom environment. Some children are able to ''tune out'' the parent's presence very quickly, others find it difficult not to be distracted by parents in the classroom. The teacher will have to structure the visit in such a way that both parent and child feel comfortable about the visit. Often it is more natural to have the parents actively involved in the visit by assisting in the classroom rather than just sitting and observing. Parents may be asked to:

- read a story to an individual child or small group of children
- help a child complete a puzzle or other manipulative activity
- assist the teacher in supervising learning center activities by ''floating'' to individual stations to see if children need help
- assist the teacher in supervising gross motor activities, either indoors or outdoors
- direct a small group activity in the area of art or music expression
- help teacher to prepare and organize materials for a class lesson
- accompany teacher and children on a class trip or outing
- act as a resource person to the class by sharing special talents and/or occupational experiences with the class
- coordinate the scheduling of parent volunteers to be sure that a volunteer is always available to assist the teacher

Home Visits

Depending on school policy and the receptiveness of parents to the concept, home visits can be an ideal opportunity for parents and teachers to communicate information about pupil progress. Visits provide the teacher with a unique opportunity to see the child in the home environment and can serve to strengthen the bond between home and school. Children often look forward to these visits and their self-esteem is increased due to the special attention received from the teacher on their own turf. Home visits are also an effective means for providing guidance to parents in the form of modeling positive teaching techniques and giving suggestions for home-based activities. The home visit agenda may look like this:

- teacher update on pupil progress and activities in school
- teacher activity done with child to reinforce learning at school or to provide special assistance in an area of need; this activity may be left for parent and child to use
- parent observes teacher working with child to better understand techniques of encouragement and praise
- teacher may encourage parent to try activity with child if parent feels comfortable with the idea; this provides the teacher with the opportunity to suggest helpful teaching tips
- teacher encourages child to continue playing independently while the teacher explains the activity to the parent and answers any questions
- parent is given opportunity to ask questions of general concern or make comments/observations
- teacher concludes visit with a positive comment about child's performance (teacher may bring a special paper from school for the parent to display)

Telephone Calls

Telephone calls can be an effective means of communicating information to parents, particularly if the message relates to something that happened in school that same day. This technique provides fast and immediate feedback to parents for some achievement of the child. This enables the parent to, in turn, give immediate praise to the child for a job well done at school that day. Phone calls are also an ideal means of informing parents about some last minute schedule change or reminding them of something that will occur the following day.

Occasionally telephone calls become the means for communicating teacher concerns about child behavior to the parent. This is done if the concern is urgent and requires immediate response on the part of the parent.

Some teachers have incorporated a monthly or weekly phone call to parents very effectively into their parent reporting procedures. This type of regular contact helps to prevent the stereotypical notion that a phone call from school must necessarily be unpleasant news.

Calendars

This technique is often used to keep parents informed about the early childhood curriculum and corresponding activities. In this way, parents can follow along with the program and have a better understanding of the goals and objectives of the teacher. Parents can be guided to ask more specific questions about the day's activities rather than simply asking, ''What did you do in school today?''

Parents are also better able to structure home activities which will more closely parallel the learnings presented in school. Thus if children are learning about plants in school, the parent may ask the child to care for a plant at home or to help plant a garden from seed. Calendars can also be designed for the purpose of providing the parent with suggested activities for the home. The appendix contains a sample calendar.

Written Reports and Surveys

The traditional concept of a report card has taken a variety of forms over the years, particularly in early childhood education programs. A report card or statement of pupil progress may be represented in the form of a written report, a survey, a behavior or skills checklist or any combination of the above. Progress statements are often used in conjunction with a parent conference to provide the teacher with an opportunity to more carefully explain the meaning of the evaluation. Written reports and surveys are often designed and mandated by the school administration. It is the role of the teacher to complete this written report in the most objective manner possible so as to accurately reflect the developmental progress of each participating child.

Newsletters

Much the way calendars are used to keep parents informed about classroom activities, newsletters are also an excellent way of sharing information about current and upcoming events. Newsletters can also provide information about child development principles and practices, special announcements such as class trips or class pictures and information about parent involvement activities. See appendix for a sample newsletter which highlights the type of information that can be included.

COMMUNITY RESOURCES

The early childhood educator has a responsibility to provide information to the child and family regarding services available through local agencies relative to health, nutrition, education and social services. The teacher also assumes responsibility for helping the child to learn more about the community and its people.

The following is a partial list of community resources:

- health services
  - health department
  - local medical associations
  - hospitals and clinics
- department of human resources
- public library
- colleges and universities
- civic organizations
- parent-teacher organizations
- chamber of commerce
- community action agencies
- intermediate units
- Parents Without Partners
- parent support groups
  - Alcoholics Anonymous
  - special needs children groups
  - child abuse services
  - spouse abuse services
- telephone hotline numbers

Field trips within the community and community resource people enrich classroom activities. The following is a partial list of places to visit:

- farms
- restaurants
- public libraries
- ambulance services
- banks
- law enforcement agencies
- fire departments
- airports
- television and radio stations
- newspaper offices
- parks and playgrounds
- zoos

Teachers should provide parents with parent consent forms for field trip visits as well as obtaining approval from appropriate school personnel.

III. CHILD

III. CHILD

Young children must be understood as unique individuals before appropriate educational programs can be developed for them. While it is impossible to separate a whole child into parts, it is important to do so on paper in order to help teachers and caregivers understand young children. In addition to understanding young children as "one-of-a-kind" individuals, it is also important to understand them as children who are being required to function daily within group settings.

This section of the guide will explore the four major areas of growth and development:

PHYSICAL

EMOTIONAL

SOCIAL

INTELLECTUAL

When the growing, developing child is considered, the teacher must be careful not to give more importance to one area of growth over another. All four major areas of development blend together to create a human being. Understanding children and childhood requires an understanding of the interaction between and among these parts. All four areas working together in harmony create the best situation for this young person, this whole child. Here is an example of the way these parts are connected and what can happen when just one part is negatively affected.

> Sara, age 5, has recently stopped eating solid foods. Her kindergarten and day care teachers have tried every way they know how to coax her to eat breakfast, lunch and nutritional snacks. Coaxing Sara to eat has been unsuccessful. After five days, she continues to purse her lips, fold her arms across her chest and shake her head, "No!" After five days of refusing to eat solid food in kindergarten and day care, Sara looks unwell and even suggests a weight loss. Along with looking sickly, she has developed a facial tic (blinking her eyes frequently) and occasional bathroom "accidents". What's more, the other children in Sara's group are now refusing to play with her. They feel confused and angry because they see Sara as not wanting to follow the rules of the group.

This is what is happening to the whole child who is Sara. Her intellect (thinking) and emotions (feelings) are affecting her in physical ways (weight loss, facial tic, bladder control) as well as social ways (rejection by the other children). What affects one part of Sara's development affects the others. All parts are

connected. Sara's behavior is telling her teachers and caregivers that her all-around well-being is at risk and that they must find out ways to help Sara become a well, whole child once again. By talking with Sara's mother and with Sara herself, the teachers and caregivers were able to figure out the problem. They discovered Sara was very upset because her mother's boyfriend was threatening to leave them. Sara had become so upset about her family situation, she stopped eating.

When young children are emotionally upset, they usually communicate their problem through their behavior. Since young children often do not have the language development needed to express their feelings through words, they use nonverbal communication. Sara's way to tell others she was experiencing a serious problem was to stop eating. Not all children use food as a way to cope with their emotions but food is one way. Certainly, this was Sara's choice. Since Sara is a whole, indivisible human being, her attempt to cope with the emotional part of herself soon affected the intellectual, physical and social parts as well. Once Sara's family situation improved, so did her appetite, her physical well-being and her social life. The whole child who is Sara began functioning better in every way.

Examining the characteristics and needs of young children at various stages of development can heighten awareness that eventually leads to understanding. A series of charts have been prepared that examine the physical, emotional, social and intellectual characteristics and needs of children between the developmental ages of three and six. Whenever examining these charts, it should be kept in mind that children move through stages of development at different rates of speed. Some children whose birthday age is four may actually be functioning more like a three year old. Likewise, not all five year olds will be behaving exactly as the chart for five year olds suggests. These charts are general guides. The uniqueness and birthday age of each child must be considered whenever using these charts.

PHYSICAL DEVELOPMENT OF THE 3-4 YEAR OLD

PHYSICAL CHARACTERISTICS	PHYSICAL NEEDS	MEETING THESE PHYSICAL NEEDS
Rapid muscle development; control of arm and leg movement is greatly improved	Needs a great deal of physical activity in order to "try" muscles	Provide short and frequent indoor and outdoor play periods, exercises and rhythms that involve different parts of the body
Child is active and needs constructive outlets for energy; likes movement activities	Needs frequent change in body positions; needs to release energy in safe and socially acceptable ways	Teach simple games that involve safe running and movement activity; avoid lessons or quiet sitting time that demand more than 10 minutes
Tires easily	Needs regular naps or rest time as well as occasional periods of rest throughout the day	Provide regular nap or rest time plus occasional quiet activities such as listening to soft music
Wants to be quite independent and do things "all by myself"	Needs exercises, rhythms, music on a daily basis, individually, as well as within a group	Allow for independent interpretation of exercises, rhythms and music whenever possible; encourage freedom within reasonable boundaries
Gets frequent infections and colds	Needs emphasis on good health habits in order to prevent illness	Establish rules for good health such as eating nutritious food, washing hands after using the bathroom and before eating, covering mouth when sneezing and coughing, brushing teeth, getting a good night's sleep, etc.
Can run more smoothly but usually cannot skip or hop on one foot	Needs chances to run and to gallop	Provide plenty of space for running and galloping, preferably outdoors; safety is a "must"

EMOTIONAL DEVELOPMENT OF THE 3-4 YEAR OLD

EMOTIONAL CHARACTERISTICS	EMOTIONAL NEEDS	MEETING THESE EMOTIONAL NEEDS
Begins to develop conscience and the ability to sense the feelings of others (empathy)	Needs acceptance of mistakes and tolerance of unpredictable behavior	Further child's understanding of right and wrong; take time to discuss child's choices and decisions but remember that the capacity to reason is just beginning to develop
Wants immediate gratification of whims, throws tantrums; has difficulty waiting and taking turns	Needs to find release from tension other than through tantrums	Give the child activities that will relieve tensions (paint, hammer, run, climb, play with clay, listen and move to music.)
Attitudes are painful and exasperating at times; "tries wings" constantly	Needs to develop attitudes more in line with accepted conduct; needs to direct energies toward desirable action	Help child to develop self-control, patience and tolerance for the rights of others; provide activities in which child is skilled or can be the center of interest; try to channel energies toward constructive outlets
Is active but not always with purpose	Needs constructive outlets for energies	Allow child to move about freely, to talk and to express feelings in work and play
Gets attention with "rambunctious" behavior	Needs personal satisfaction and attention	Give child as much individual help and attention as possible, especially when not demanding it
Laughs at odd things; makes own humor at times	Needs guidance in seeing that certain behaviors are not funny	Provide stories, dramatic play, and activities that can be fun for the 3-4 year old

SOCIAL DEVELOPMENT OF THE 3-4 YEAR OLD

SOCIAL CHARACTERISTICS	SOCIAL NEEDS	MEETING THESE SOCIAL NEEDS
Active, sometimes difficult to manage; manifests out-of-bounds behavior in many ways; says "No" frequently	Needs to realize that acceptable behavior has limits, but that adults like child in spite of behavior; wants security, a "place in the sun"; wants to feel safe, secure and special	Provide loving but firm guidelines for behavior, substitute acceptable activity for out-of-bounds conduct; show affectionate acceptance of the child regardless of behavior; help to direct behavior from undesirable channels; give the child opportunities for discussion of problems and for help in making rules
Prefers to play with children but plays best in small groups or with just one other child	Wants friends, needs them, looks forward to playing with them	Provide large groups of children from which to choose playmates; show child how to make friends
Has strong family feeling and a sense of "us"	Needs to share in family responsibilities, to become a cooperative member of the family group, to "belong"	Emphasize the importance of the family; encourage respect and love for the home; cooperate with the home
Dresses up; pretends a lot; likes objects and activities	Needs to express self	Provide room, opportunities and "dress-up accessories" to give the child vent for imagination; provide unbreakable full-length mirrors

INTELLECTUAL DEVELOPMENT OF THE 3-4 YEAR OLD

INTELLECTUAL CHARACTERISTICS	INTELLECTUAL NEEDS	MEETING THESE INTELLECTUAL NEEDS
Learns best through the five senses	Needs exposure to many things that can be seen, heard, tasted, smelled and touched	Provide many opportunities for manipulation, examination, experimentation and practical experience; avoid abstract thinking activities
Perceives and labels things either as a whole or in parts depending upon which is most familiar (i.e., sees a picture of a farm as a "farm" or as "cows, horses, pigs, etc."); usually cannot see details as part of a whole	Needs help in "seeing" details and in developing concepts of the whole and the parts	Expose the child to sorting things (furniture, fruit, toys, etc.) keeping in mind individual maturity and ability; keep classification simple
Asks many questions; has a mind as lively as the body	Needs answers to questions and help in developing concepts	Take time to answer individual questions, to explain meanings of new ideas, new observations, and provide many concrete experiences; keep explanations simple
Has attention span of 5-10 minutes; is easily distracted	Needs activities in line with attention span	Provide planned experiences that encourage gradual development of longer attention span; keep activities simple but challenging
Mimics or copies activities of others	Needs guidance in thinking for self, in judging acceptability of certain actions	Stimulate activities of a positive nature; help child through difficult behaviors, guide child
Hearing vocabulary is larger than speaking vocabulary	Needs opportunities to talk and to listen	Encourage child to talk; at the same time try to develop good listening habits; remember that the 3-4 year old child understands more words than the child can say

INTELLECTUAL DEVELOPMENT OF THE 3-4 YEAR OLD (Cont'd.)

INTELLECTUAL CHARACTERISTICS	INTELLECTUAL NEEDS	MEETING THESE INTELLECTUAL NEEDS
Does not differentiate between truth and pretending, often has imaginary companions to "talk to"	Needs exposure to both truth and fantasy; needs adult acceptance of imaginary friends	Supply dress-up and housekeeping equipment and materials, mirrors, music, books, stories, etc.; use discussions to aid child's development
Can answer questions (i.e., "Why do we have houses?"); can name pictures of many common objects	Needs opportunities to think, reason and talk; needs exposure to manipulatives, books and toys	Provide opportunities for child to think for self; point out to child the correct name of objects in the classroom
Has little concept of numbers beyond memorizing names of numbers	Needs continuing exposure to numbers so that when ready, child will develop the necessary concepts	Make use of incidental number learning whenever possible in order to stimulate each child according to ability; do not require to write numbers
Has difficulty with time and space relationships (time is "Now", space is "Here", the world is "Me")	Needs maturity in order to develop these concepts	Make child aware of time and space relationships, recognizing that the child will understand more fully as maturation proceeds
Intellectual growth is not uniform; starting points in learning do not all begin at the same time	Needs to be observed carefully for signs of "readiness" and to be considered in light of personal maturity and previous experiences	Provide activities that give the child a feeling of success and achievement at whatever starting point is appropriate

PHYSICAL DEVELOPMENT OF THE 4-5 YEAR OLD

PHYSICAL CHARACTERISTICS	PHYSICAL NEEDS	MEETING THESE PHYSICAL NEEDS
Large muscles are better developed than small ones	Needs to run, climb, swing, gallop and to engage in other large muscle activities	Provide safe space both indoors and outdoors; allow enough time for large muscle activity (up to 30 minutes, especially outdoors)
Shifts between active and more quiet play; is eager to learn and to do things well	Needs muscle (motor) activity and learning through the five senses, not abstract, paper and pencil demands	Teach simple games; attempt to give each child a "turn"; encourage the less coordinated to participate and praise attempts
Tires easily, even though energetic; too much inactivity can actually fatigue child	Needs indoor and outdoor play periods alternated with periods of rest and quiet time	Balance high activity with short periods of pleasant inactivity; provide extra rest for children who need it
Likes to play with others but is not yet ready for highly organized games involving teams	Needs to play in small groups (up to 5) and also in larger groups (up to 15)	Provide for whole group and small group activity; make sure no child is constantly inactive; make sure each child has friends
Continues to get frequent infections and colds; injuries can be a problem	Needs guidance in caring for total health	Establish the same rules suggested for 3-4 year olds; emphasize safety rules, both indoors and outdoors
Runs quite smoothly and can now usually hop on one foot	Needs pressure-free experience with running, hopping, changing pace and direction	Provide individual attention for children whose running, jumping and hopping skills are not developed

EMOTIONAL DEVELOPMENT OF THE 4-5 YEAR OLD

EMOTIONAL CHARACTERISTICS	EMOTIONAL NEEDS	MEETING THESE EMOTIONAL NEEDS
Is developing the capacity to control emotions	Needs to love, to be loved and encouraged to develop self-discipline	Give affectionate attention to all children, recognizing that it is often easy to forget the child who doesn't demand attention
Is learning patience, is fairly willing to wait turn	Needs praise and encouragement for patience; must be given "regular turns" if child is to maintain patience and develop self-control	Provide activities in which each may have a turn; give every child an occasional chance to be the center of interest
Occasionally likes to "show off"	Needs encouragement in self-control; guidance in creative use of energies	Provide opportunities to express ideas through such media as paint, clay, woodwork, music, rhythms, games, drama
Is usually dependable, busy, cooperative but sometimes impulsive	Needs to be understood, to be kept busy, to be appreciated when behavior deviates from the acceptable	Provide enough activities so that the child can move to something appealing when initial interest wanes
Wants recognition; is sometimes jealous of others	Needs to belong, to have friends, to "be" somebody and to feel secure in the environment	Help child acquire friends; give adequate recognition; encourage child to overcome jealousies; reduce competition where someone always wins and someone loses

SOCIAL DEVELOPMENT OF THE 4-5 YEAR OLD

SOCIAL CHARACTERISTICS	SOCIAL NEEDS	MEETING THESE SOCIAL NEEDS
Plays well in groups, although large numbers exhaust child; sometimes likes to play alone; tolerates group activities for short periods of time	Needs to be accepted by the group, but also needs an opportunity to play and work alone	Give ample opportunity for group activities, working and playing together, sharing and for individual activities
So eager to please at home and school that adults often expect too much of child	Needs to be appreciated for abilities as a child - not as a "little adult," but needs to develop habits of courtesy	Provide activities for each child according to ability and not according to adult standards; encourage acts of courtesy and responsibility
Has strong imagination but is becoming realistic	Needs guidance in recognizing what is real and what is imaginary — but acceptance of inability to always differentiate between the two	Treat child as a growing organism; sense when child needs the fanciful as opposed to the realistic
Can be peaceful, cooperative one minute and aggressive and fault-finding the next	Needs to learn the give and take of group life including sharing, respecting feelings and property of others	Include child in developing rules of conduct and consequences for misbehavior

INTELLECTUAL DEVELOPMENT OF THE 4-5 YEAR OLD

INTELLECTUAL CHARACTERISTICS	INTELLECTUAL NEEDS	MEETING THESE INTELLECTUAL NEEDS
Learns chiefly by experience and observation; is the original "do-it-yourselfer"; continues to learn best through five senses	Needs ample experience to satisfy curiosity	Provide outlets, opportunities for experimenting, exploring and finding answers on own
Has somewhat longer attention span but continues to be distracted rather easily after 10-15 minutes	Needs to feel successful in spite of still short ability to concentrate	Provide activities in line with each child's maturity span and capacity
Beginning to understand both the "whole" and its parts in most cases; recognizes some details	Needs to know what makes things tick	Surround the child with materials, books, pictures, giving opportunities for investigation and manipulation
Likes dramatic play, role play; has vivid imagination but likes to choose own activities	Needs outlet for this sort of self-assertion; is thinking more realistically	Encourage activities that develop thinking, self-assurance and confidence
Is beginning to differentiate between truth and pretending	Needs experiences and discussions that help child to recognize the difference	Give child wide opportunity to recognize both through children's literature (tall tales, Mother Goose, adventure stories) and discussion of favorite TV programs
Enjoys language and can express self well in speech	Needs opportunity to develop vocabulary and to speak in complete sentences	Talk with and listen to the child; encourage use of new words; build vocabulary by substituting new words for old; encourage complete sentences when expressing a thought
Likes to be challenged as a thinker	Needs mental stimulation in many forms	Encourage individual intellectual pursuits; provide for thinking in discussions and conversations

INTELLECTUAL DEVELOPMENT OF THE 4-5 YEAR OLD (Contd.)

INTELLECTUAL CHARACTERISTICS	INTELLECTUAL NEEDS	MEETING THESE INTELLECTUAL NEEDS
Needs fewer clues to recognize familiar objects	Needs continued exposure to books, toys, outdoor exploration and trips	Provide books and common things for child to use; encourage wide use of materials of every nature to increase scope of common knowledge; take on field trips
Likes creative outlet	Needs encouragement and an opportunity for intellectual growth through creativity	Provide paper, paint, construction materials; encourage originality in music, poetry, science experiments, relating of experiences; recognizing child's effort, accept child's work for what it is; make no adult comparison
Likes to count; enjoys incidental use of numbers; still memorizes rather than understands numbers	Needs continued exposure to numbers and their use	Take advantage of every incidental number learning and give opportunity for counting, understanding quantity, size and shape
Shows some growth in understanding time and space relationships	Needs maturity in order to fully understand these concepts	Use available opportunities to emphasize time and space relationships according to maturity and interest of child
Intellectual growth is not uniform; starting points in learning do not all begin at the same time	Needs to be observed frequently for signs of "readiness" and to be considered in light of personal maturity and intellectual needs	Continue to provide activities that give the child a feeling of success at whatever starting point child is

PHYSICAL DEVELOPMENT OF THE 5-6 YEAR OLD

PHYSICAL CHARACTERISTICS	PHYSICAL NEEDS	MEETING THESE PHYSICAL NEEDS
Large and small muscles are now becoming integrated; muscle activity is connected to creative expression, emotional releases	Needs activities that combine large and small motor skills; needs activities that provide physical and emotional outlets	Provide individual and group outlets to satisfy creative and emotional needs; allow adequate time and safe space for large and small muscle activities
Is alert, ready to act and sensitive	Needs acceptance, love and a variety of activities in order to cope with mood swings and new feelings	Avoid criticism, show acceptance; demonstrate genuine appreciation for the child's efforts; provide for individual differences
Plays with more purpose than a 4 year old, is less "wild"; ready for simple team games	Still needs quiet rest times but is now less likely to actually sleep	Provide rest through simple games, music, stories; keep games, rules and team efforts very simple
Continues to pick up germs from others; illness may last a bit longer now	Needs to practice good disease prevention habits; needs to understand what to do during illness	Encourage parents to keep child home when ill with infection; encourage child to cover mouth when coughing and sneezing and to wash hands frequently
Jumps, runs, hops and skips; good at changing pace and direction; boys develop more muscle tissue than girls; girls develop more fatty tissue than boys	Needs to practice new skills involving arms and legs; likes simple games, relays and folk dancing	Provide regular exercise time and frequent group activities that require taking turns and also allow some measure of success for the less skilled; allow child to select some activities; (children usually select activities at which they can succeed)
Child's brain is growing and developing in ways that enable higher order levels of thinking to emerge	Needs activities to challenge the mind, not just rote memorization activities	Provide games and manipulatives that require thinking and an integration of eye-hand movement

EMOTIONAL DEVELOPMENT OF THE 5-6 YEAR OLD

EMOTIONAL CHARACTERISTICS	EMOTIONAL NEEDS	MEETING THESE EMOTIONAL NEEDS
Displays a wide range of emotions; embarrasses easily, is sensitive to criticism, likes to please adults	Needs tolerance and understanding in a group setting as well as at home	Show patience toward child in an emotional state, encourage stability and nurture self-control
Is impulsive, excitable; displays occasional anxiety; is learning patience; can accept some delay in gratification of wants and needs	Needs a sense of security and a friendly, structured environment	Provide a model of an emotionally stable adult who cares and is also self-disciplined
Very serious about self and expanding role; is alert, eager to experience life	Needs many opportunities to "do" and "be" and "become"	Provide a variety of activities to meet the needs of each child according to personal interests and abilities
Wants to be "first" and "best" but is beginning to realize own limitations	Needs to succeed, to be "best" at something since one cannot be best at everything	Provide occasional chance to be "first" but help child to see the importance of being willing to give someone else a turn; minimize competitive spirit which fosters the concept of winning and losing
Is self-motivated; can keep self busy; is easily upset when others spoil plans	Needs time, materials to occupy self; needs not to be rushed	Provide all kinds of materials, outlets for self-expression and allow enough time to pursue them
Seeks attention and is pleased by it	Needs approval, acceptance by teacher, friends	Give praise for honest efforts and progress; encourage working to the best of one's ability; encourage a sharing of the limelight
Giggles when amused; often sees nothing funny in humorous situations; has a real sense of humor	Needs to be silly sometimes	See funny side of behaviors and events; encourage child to see the same; laugh together and with one another instead of at one another

SOCIAL DEVELOPMENT OF THE 5-6 YEAR OLD

SOCIAL CHARACTERISTICS	SOCIAL NEEDS	MEETING THESE SOCIAL NEEDS
More conscious of behaviorial boundaries, but sometimes behaves as if rules are made to be broken	Needs adult guidance and supervision	Provide boundaries for behavior; include child in rules making; explain the need for rules and results of breaking them; encourage the child to make a sensible choice
Can be cooperative, helpful, but sometimes has trouble getting along with others	Needs love, affection, understanding when experiencing conflict	Avoid criticism; provide a change in activities according to the child's needs; defuse situations that may appear explosive (suggest a new activity, for example)
Has interests that begin to include more people; starts to identify self with a group (i.e., team games); can play harmoniously with other child but needs direction and guidance in group activity	Needs help in group activity and in developing group skills	Teach group skills; discuss with child how to be a contributing member of a group and how to make friends
Inclined to be self-centered, loves to talk about babyhood; generally likes to have own way; listens better to teacher than to parents at times	Needs to chatter and to experience both one-on-one and group conversations	Talk with and listen to child; give child many opportunities to express self; encourage child to follow the guidance of both parent and teacher
Is better able to interact as a member of a group; is better behaved in a social setting	Needs more responsibility, recognition for "growing up" among other people	Provide opportunities for child to build self-esteem as an individual and as a member of a group

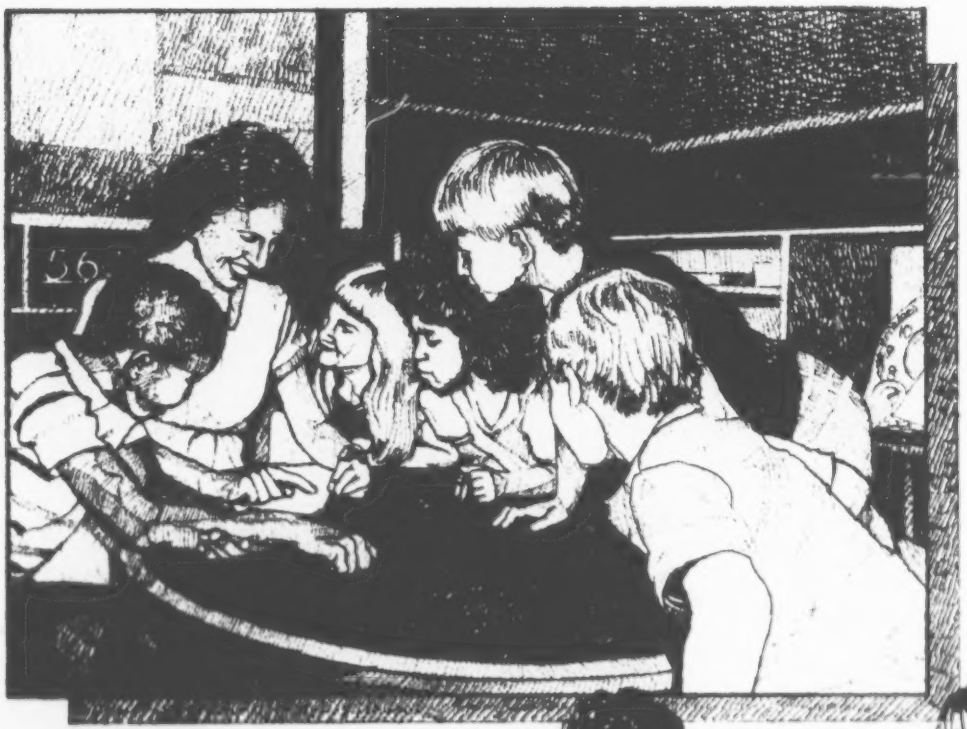
INTELLECTUAL DEVELOPMENT OF THE 5-6 YEAR OLD

INTELLECTUAL CHARACTERISTICS	INTELLECTUAL NEEDS	MEETING THESE INTELLECTUAL NEEDS
Thinking is more rational, more realistic	Needs to increase knowledge	Discuss what child knows; guide toward using knowledge, encourage further development of personal capacity
Understands more complex ideas, is very interested in details	Needs to live in an environment that is continually expanding	Provide new experiences, more responsibilities and deeper explorations
Observes and explores; begins to move farther into intellectual world; is beginning to refer to books as place for answers	Needs assistance in how to begin and proceed	Provide adult guidance and supervision through constructive channels
Has longer attention span (10-30 minutes); is often engrossed in work of personal interest	Needs to be kept interested; attention is short if work is dull or efforts go unrecognized	Provide activities and materials in line with child's interest; encourage independent thinking and doing
Sees the world as more realistic, a world that includes personal choice	Needs time to solve own problems, to clarify ideas	Let child find answers to own questions; encourage the use of five senses
Recognizes individual words in speech; is beginning to recognize some words in print	Needs opportunities to talk and listen; needs informal, incidental exploration of words in print	Give the child rich opportunities to explore oral language; provide occasional, informal exploration of the printed word
Is able to differentiate between truth and pretending but continues to learn through make-believe	Wants to move toward reality; wants to be more grown-up in perceptions	Provide many stories, discussions, etc. that deal with make-believe and the real world
Begins to think more logically about questions; "why" is favorite word	Needs answers, guidance in clear thinking; wants thinking challenged	Help the child to think for self; give answers where child cannot reason for self but do not rush to provide answers, give adequate time to think

INTELLECTUAL DEVELOPMENT OF THE 5-6 YEAR OLD (Contd.)

INTELLECTUAL CHARACTERISTICS	INTELLECTUAL NEEDS	MEETING THESE INTELLECTUAL NEEDS
Needs even fewer clues to recognize familiar objects	Needs expanding, more challenging environment	Enlarge child's world; surround child with intellectual stimulations that are neither too difficult nor too easy
Understands numbers and is interested in their use; develops one-to-one correspondence through 10	Needs expanded manipulation of numbers and their use	Provide fewer incidental and more planned use of numbers; explore numbers on a daily basis
Develops a better concept of time and space; shows interest in calendar and time	Needs continued exposure to calendar time and to space outside personal space	Time is now, long ago, sometime, soon, today, yesterday, tomorrow, etc.; space is far away, close by, over there, etc.; provide books, films of distant places that develop these concepts
Intellectual growth is not uniform; starting points in learning do not all begin at the same time; may achieve in one area but not in another	Needs to be observed carefully for signs of "readiness" and to be challenged in light of personal maturity and development of thinking	Provide activities that give the child a feeling of success and achievement at whatever point child is; challenge the child in particular abilities and readiness but do not frustrate by asking too much too soon

IV. TEACHER



IV. TEACHER

The real test of successful teaching is the growth, happiness and security of the individual child. The number one influence in attaining these attributes is the classroom teacher.

In the early childhood education program, the teacher is a vital element. No other person outside the home has quite as much opportunity for influencing the child's development. The teacher is largely responsible for the child's successful transition from home to school. The teacher is the one who aptly guides the development of character. Children must be helped to temper freedom with responsibility; to cultivate the growth of personality; to promote the art of social living; and to stimulate the use of mental capacities.

The truly successful early childhood educator is well-trained professionally and likes to teach young children. The teacher understands child growth and development and has a philosophy built upon research and experience, is identified as the one who determines the quality of living in the classroom and sets the pace for the day's activities. Continually growing professionally, actively participating in school and community projects, studying, reading and assessing new research and materials in early childhood education, today's teacher of young children is held in an esteem never before enjoyed.

The following section of this guide addresses the role of teacher as a professional. The concepts presented can be applied equally well to teachers, aides, paraprofessionals and classroom volunteers The following topics will be explored in more detail on the pages that follow:

SELF-AWARENESS
- Attitudes
- Emotional Well-Being
- Motivation
- Child Advocacy

TECHNIQUES
- Styles
- Professional Assessment Instrument
- Use of Aides and Paraprofessionals
- Staff Development

ORGANIZATION

RESOURCES

CAREER DEVELOPMENT

SELF-AWARENESS

Teachers of young children are viewed as important now that research and the public have recognized that early childhood is an educationally important time of life.

In recognizing this importance, it is vital that teachers make an effort to thoroughly examine their attitudes, emotional stability and motivation as well as the support and commitment they make to child advocacy.

Attitudes

Initially the teacher's task is to be aware of self. Research indicates that this awareness includes the ability to understand moods and emotions and interactions with others. One of the most important attributes of self-awareness is the ability to deal with one's own attitudes. The following scale of attitudes will help to identify individual characteristics and perhaps provide future goals.

ATTITUDE SURVEY

	STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
I am: accepting of my profession					
comfortable in my teacher role					
secure in my position					
warm, friendly, assuring					
accepting and understanding					
patient, calm, flexible					
aware of the humor in situations					
honest and sincere					
positive in my outlook					
physically strong and energetic					
accepting of children's differences					
comfortable with children					
willing and able to listen					
comfortable with parents					
respectful of the differences in parents' backgrounds					

Emotional Well-Being

The distinguishing characteristic of emotion is a special kind of intense, subjective experience consisting of strong "feeling tones." Emotional responsiveness is central to the ability to relate successfully to children. The following scale is not designed to be a completed form but rather a beginning point for considering the different facets of emotional well-being.

EMOTIONAL SCALE

	STRONGLY AGREE 1	2	3	4	STRONGLY DISAGREE 5
I am: in control of my temper					
able to use anger in a productive way					
able to control my emotions					
able to discuss my feelings with children					
in control of moods and depressions					
able to deal with children's emotional ranges					

Motivation

It is perhaps attitudes and emotions toward children that provide teachers with the motivation to become early childhood educators. Interest and concern for young children is crucial to effective job performance and the continuation of professional development. The following survey may serve as a guide to measuring the effectiveness of one's motivation.

MOTIVATION SURVEY

	ALWAYS 1	2	3	4	NEVER 5
I am: increasing my range of teaching strategies					
becoming skillful in using strategies					
continuing formal development of personal/professional competencies					
willing to assist children in maintaining interest					
skillful at stimulating children's motivation					
able to encourage children to understand themselves					

Child Advocacy

The support and reinforcement of the child's existence is the rationale for maintaining a child advocacy position. Teachers looking at the following statements should be able to recognize their position on children's issues.

CHILD ADVOCACY STATEMENTS

I will:

accept my responsibilities as a required reporter as specified by Pennsylvania law

support legislation on children's rights issues

support legislation regarding educational issues

accept responsibility for becoming involved with child advocacy organizations

TECHNIQUES

Styles

The professional teacher becomes increasingly aware of a personal teaching style that is used to effect learning through teaching children. It is imperative that teachers recognize the quality and the effects of that style on different children. In order to bring about maximum learning in the classroom, the teacher must be able to coordinate personal teaching style with each child's learning style. The following list outlines teaching styles at opposites ends of a continuum. It is the role of the teacher to strike a balance on the continuum which will result in a positive classroom environment for fostering growth and development.

Task-Oriented The task oriented teacher is teacher-centered; the focus here is to get the task done	**Child-Centered** With this teaching style, teaching activities emerge from the interests of the students
Total Planner Teacher assumes total responsibility for planning daily activities; may feel uncomfortable with incidental learning	**Cooperative Planner** This teacher respects children's ability to assume responsibility for learning; children's interests and teacher objectives are integrated into the program
Subject-Centered This teacher is interested in presenting specific areas such as math, science	**Learning-Centered** This teacher is process-oriented; teaching focuses on how children learn
Objectively Involved This teacher is emotionally neutral	**Emotionally Involved** An interpersonal relationship develops between this teacher and the students

Professional Assessment Instrument

The following assessment tool may be used to evaluate teacher behaviors and skills paramount in the development of a successful teaching and learning environment.

A number of different processes may be incorporated in utilizing the information provided by this assessment instrument:

Self-Assessment

Teachers may choose to use this device strictly for their own personal evaluation. Each individual teacher is then free to make changes in the overall program where it is deemed necessary.

On-Going Evaluation by Supervisor

This form may also be used as a framework for evaluating teachers as part of their annual or semi-annual review by supervising staff. Teachers thus have a clear expectation as to the points on which they will be evaluated.

Team Planning and Evaluation

Team teaching and team planning is another use of this tool. It serves as a framework for teachers to work together to determine the effectiveness of their early childhood program.

Professional Assessment Instrument

Name: _____ Position: _____ Center: _____ Evaluated by: _____ Date: _____	Excellent	Good	Acceptable at the Entry Level	Needs Improvement
INSTRUCTION				
Understands program function				
Facilitates program outline				
Implements basic concepts				
Prepares written lesson plans				
Defines behavioral objectives				
Inventories student knowledge				
Uses variety of learning styles				
Monitors learning process				
Provides feedback at paced intervals				
Reviews progress via activities and evaluation				
Provides follow-up activities				
Evaluates plan and behavior expected				
Flexible, redirects				
Meets special needs of children				
PLANNING				
Adapts principles of child development and growth to activities				
Orients each child to learning process				
Assesses entry level				
Interprets, implements and alters curriculum				
Organizes thinking in written form on daily basis				
Provides differentiated assignments to meet individual needs				
Integrates curriculum materials				
Uses variety of instructional techniques				
Makes environmental changes to facilitate learning				

Name: _____

	Excellent	Good	Acceptable at the Entry Level	Needs Improvement
Plans an ongoing diagnosis and assessment of pupils				
Displays knowledge of material				
Successful at long term planning				
EVALUATION				
Evaluates off-task behavior				
Uses skill checklists to evaluate behavioral objectives				
Writes anecdotal records				
Writes developmental records				
Prepares individual student conference forms				
Evaluates strengths and weaknesses				
Follows school policy for referrals				
ATTENDANCE TO CHILDREN				
Disciplines in a positive manner				
Shows honest, sincere regard for children				
Facilitates positive self-image				
Encourages cooperative play and interactions				
Assists in physical care				
Assists in adjustment to physical space				
Helps in separation from parent				
Reacts positively in crisis situation				
Encourages children to assist in ongoing cleaning process during the day				
Tactful exchanges with children with emphasis on situation/problem behavior				
ENVIRONMENT				
Alert to environmental conditions of the room				

Name: _____

	Excellent	Good	Acceptable at the Entry Level	Needs Improvement
Plans, redesigns safe clean environment				
Inspects, replaces or removes damaged materials				
Re-evaluates movement patterns				
Alerts pupils to changes in the room				
Creates an attractive environment that is conducive to learning				
Assists in clean up as project progresses				
Keeps all areas clean				
Monitors and encourages children to pursue and develop self-help experiences with toys, materials and equipment				
Makes final check of area before leaving the room				
Displays children's work attractively				
STAFF RELATIONSHIPS				
Orients teachers and staff members to program				
Assists staff in creating positive, warm environment				
Relates well to staff members and provides positive feedback				
Assists staff members in performing their role description				
Avoids gossiping				
Adapts to situations and environment				
Volunteers to help fellow staff members in a positive way				
PARENT RELATIONSHIPS				
Relates well to parents				
Maintains a professional attitude, states problem				
Alerts parents to problems early in a situation				
Holds scheduled meetings for evaluations with parents				

Name: _____

	Excellent	Good	Acceptable at the Entry Level	Needs Improvement
Uses tact and shows consideration for needs of parents				
Helps parents understand school policies				
Refers parents to professionals only when they are positive child needs additional programming or assistance				
PERSONNEL				
Neat appearance				
Demonstrates self-confidence				
Flexible				
Uses English language appropriately				
Arrives on time				
Attends staff meetings				
Attends inservice meetings				
Extends work period when asked or volunteers				
COMMENTS				
STRENGTHS				
WEAKNESSES				

Use of Aides and Paraprofessionals

Aiding the teachers of young children is a critical responsibility of staff assistants. The working relationship between the teacher and teacher assistant depends on good planning and communication. The teacher assistant must understand the teacher's expectations in the classroom to best contribute to program objectives. The teacher will establish the expectation and techniques to be used with the children. It is important for the teacher assistant to accept the school's philosophy and the teacher's philosophy concerning the education of young children. The other critical issue is the assistant's own self-awareness and attitude.

Through both new and routine experiences the aide can further the teaching and learning situation in the room by assisting in all phases of the program and by contributing ideas and courses of action to better implement that program.

- In the classroom by maintaining the physical plant:
  - Make sure room furniture is in place
  - See that equipment is ready to use
  - Check centers of interest for neatness and full complement of objects
  - See that toilet facilities are stocked with sufficient soap, towels, etc.
  - See that easels, sandboxes, water tables, etc. are ready for use
  - Assist teacher in preparation for next learning experience

- In the preparation of instructional materials:
  - Check with teacher concerning special materials needed for the day's plans
  - Replenish supply of art paper, scissors, crayons and paste
  - See that paints are ready to use
  - Schedule special equipment needed for audio-visual presentations

- In safety on the playground:
  - Check all equipment for safety
  - Help children learn proper use and care of equipment
  - Aid children in sharing, participating in and choosing constructive activities
  - Build good interpersonal relationships with individuals

- In general assistance with the children:
  - Lead children toward the development of healthful bathroom habits
  - Assist those who need special help in learning to use crayons, paste, scissors, paints
  - Display children's art work and put names on papers for children who cannot do so
  - Be available to children when they paste, mix paints and use scissors; help them prepare and serve snacks, clean up and try a new task

- In other activities:
  - Prepare special activities to use with small groups: finger plays, stories, records, poems, flannel board stories, etc.
  - Assist on walks and field trips
  - Assist teacher in maintaining health and attendance records, making observations and keeping anecdotal notes on each child
  - Catalogue and file data
  - Care for ill or injured children and notify parents
- In all situations, the aide should be:
  - Alert to the safety of the children
  - Aware of the classroom as a happy place
  - Instrumental in helping children learn
  - Aware of long range objectives and plans for special needs
  - Accepting of school as a place for success, not failure
  - Able to accept each child's uniqueness as an asset, not a liability
  - Conscious of the fact that the aide serves as the teacher's assistant
  - Supportive of the total early childhood program

Staff Development

An essential ingredient in successful staff development activities is teacher involvement. It is important for the activities to be meaningful for those who will be participating. The administration must be sure to identify the needs and interests of the teachers in planning for staff development opportunities.

Another consideration in this planning process is the "fit" between the staff development goals and the overall goals and objectives of the early childhood program. Often in-service activities are offered which have little application to the educational environment. The tendency here is simply to attend out of necessity with little interest in the actual information. Teachers must be able to relate the material to actual needs in the classroom in order for the activities to be meaningful.

Issues for consideration may be identified in a number of different ways. Teachers may be asked to complete an individual checklist of needs and interests or they may be asked to form a task force to study particular areas. The Professional Assessment Instrument on the preceding pages may also be used to identify problems or concerns of the teachers. Classroom observation by administrative supervisors may identify areas which need to be addressed in staff development activities. Frequently these areas revolve around problems common in many early childhood education programs:*

Subordinate Staff Relations
Control of Children
Remediation
Relations with Supervisors
Parent Cooperation
Management of Time
Management of Routines

*From "Assessing Staff Problems: Key to Effective Staff Development", John M. Johnston, *Exchange,* March 1984.

ORGANIZATION

The following checklist is designed to provide direction for overall planning and development of a sound early childhood education program.

ORGANIZATIONAL CHECKLIST	
Planning and Evaluation	
Specific goals for the curriculum and for the organization as a whole have been determined	
Strategies for accomplishing these goals have been implemented	
There is an ongoing process for evaluating progress toward achieving these goals	
Action is taken to emphasize program strengths and correct program weaknesses	
Motivation and Control	
All staff members know their roles in the organization	
Staff members exercise self-control	
Staff interest is maintained by giving staff members considerable responsibility for managing their own work, by providing variety in their work assignments and training opportunities	
Group Functioning	
Staff members share resources, ideas and experiences	
Positive as well as negative feedback is accepted and encouraged among staff members	
Communication flows freely and in all directions - plans, problems, decisions and developments are shared freely between administration and teachers	
Decision Making and Problem Solving	
Problems are identified and addressed early	
Parents' opinions are welcomed regarding decisions affecting their children	
Financial Management	
Organization develops a formal annual budget	
Monthly financial status reports are utilized	

* Adapted from "Do You Have a Healthy Organization?" by Roger Neugebauer, *Child Care Information Exchange*

RESOURCES

Professional Organizations

The history of educational organizations has been one of child advocacy and professional growth. There are numerous national and international organizations that serve the needs of the early childhood educator in providing optimum learning environments for children. The following is a list of a few such organizations:

American Association of Elementary-Kindergarten-Nursery-Educators (E.K.N.E.)
N.E.A. Center
1201 16th Street, N.W.
Washington, D.C. 20036

Association for Childhood Education International (A.C.E.I.) (State Affiliates)
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

National Association for Education of Young Children (N.A.E.Y.C.) (State Affiliates)
1834 Connecticut Avenue, N.W.
Washington, D.C. 20009

National Education Association (N.E.A.) (State Affiliates)
1201 16th Street, N.W.
Washington, D.C. 20036

Journals

Most professional organizations publish an education journal available to the public. In addition, there are a number of commercially-prepared journals that are designed to inform teachers about the latest educational research, programs, trends and materials. Some of these educational journals include:

Young Children - N.A.E.Y.C.
Pre-Kindergarten - Scholastic Magazine
ECE Newsletter of PA
Elementary School Journal
The Instructor
Teacher
Child Care Center

Conferences/Workshops

A variety of conferences and workshops are available to educators on a local, regional, state and national basis. Most professional journals include a calendar of upcoming conferences. For information on conferences at the local and regional level, it would be advisable to contact the local school district office, affiliate professional organizations, local colleges and universities and journals published on a state-wide basis. Many conferences and workshops offer continuing education or college credits and are worthwhile in furthering staff development.

CAREER DEVELOPMENT

Continuing Education

As in any service profession, the field of education is in a continual state of expansion and change. As on-going research projects are analyzed, methods, techniques and programming change to meet the indicated needs. As a result of this, the teaching field demands continuing professional growth and development. The previous section entitled "Resources" will provide ways for teachers to continue their own educational process.

The requirement of professional permanent certification in the state of Pennsylvania insures that all public school teachers will pursue additional studies in the field of education beyond their undergraduate degree programs. For more information on the certification process, please contact the Pennsylvania Department of Education in Harrisburg.

Professional Goals

It is the responsibility of every teacher to set personal goals for excellence and achievement in education. For some teachers this means working to attain advanced degrees in a particular field of interest such as reading, music or mathematics. Along with this advanced degree may come recognition for additional certification from the state to teach in particular learning environments such as certification in special education. Other teachers will expand on particular talents and skills by participating in programs that will allow them to develop these skills to the fullest extent. Computer clubs, garden clubs and nature societies may provide opportunities for educators to explore areas of interest. Some educators enjoy traveling and take advantage of these types of opportunities to expand their understanding of world cultures.

The pursuit of professional goals enables the teacher to be a more self-satisfied, confident and well-balanced individual. Teachers owe it to themselves to work towards the attainment of these goals. The real winners in this process will be the children. They will share directly and indirectly in the experiences of their teachers whose outlook on life will affect positively the entire classroom environment.

V. PROGRAM

V. PROGRAM

The three components of environment, child and teacher blend together to form what will be referred to as the program component of an early childhood experience. Program is a broad term which includes the following areas:

PLANNING AND ORGANIZATION

- Planning
- Scheduling
- Types of Programs
- Classroom Management
- Special Needs Children
- Evaluation

METHODOLOGY

- Mixed Instructional Modes
- Play
- Learning Centers

CONTENT AND OBJECTIVES

- Language Arts
- Mathematics
- Social Living
- Science
- Health and Safety
- Motor Development
- Fine Arts

CURRICULUM

PLANNING AND ORGANIZATION

Planning

Planning is an essential part of the teaching process. As "master planner", the teacher facilitates learning by providing direction and guidance. Planning insures that program objectives are being incorporated into daily experiences, that activities are sequential and that the individual learning needs of participating children are being met.

The planning process may be approached in a number of different ways. One technique is to begin by identifying long-range goals which are eventually met via monthly, weekly and daily planning activities:

GOALS FOR THE YEAR
- Identify General Program Goals
- Utilize a Holistic or Whole Child Approach

MONTHLY PROJECTS/OBJECTIVES
- Consider School Calendar (Holidays, Special Events)
- Developmentally Sequence Objectives

WEEKLY THEMES
- Use an Interdisciplinary Approach - Incorporate Learnings from a Variety of Content Areas
- Consider Interests and Developmental Levels of Participating Children

DAILY SCHEDULE
- Design Daily Lesson Plans - Schedule of Activities
- Incorporate a Variety of Instructional Modes: Small Group, Large Group, Individualized, Teacher-Directed, Child-Directed

INDIVIDUAL ACTIVITY
- Identify Learning Objective
- Prepare Materials, Equipment Needed
- Outline Activity
- Describe Evaluation, Follow-up Procedure

Another planning technique is to begin with the design and development of learning centers. Activities and materials may be prepared for each area keeping overall program goals and objectives in mind. The interests and learning pace of participating children will guide the planning activities of the teacher.

Cooperative planning is another technique which may be used. It involves the teacher and children working together to consider options and alternatives regarding learning activities. The teacher must guard against entering the process with a preconceived outcome in mind. Children should be given an opportunity to express their interests, likes and dislikes. It is important that children feel secure enough to express their opinions. The following questions may be used to encourage all children to participate in the decision-making process:

What could we do to learn more about _____?

Where could we go to learn more about _____?

We need to select a new theme for the science center. What would you like to study?

What part of the day did you like best today? How can we do something like that again tomorrow?

Next week is parent visitation week. What activity do you think the parents would like to see?

The following Planning Checklist outlines a series of steps to consider when preparing the early childhood education program:

DONE	TO DO	ACTIVITY
		Review all goals established by the district for the particular level of children you will be instructing
		Review the objectives listed in any curriculum guides or manuals which have been selected for use
		Become familiar with classroom materials and equipment
		Arrange the physical environment of the classroom for optimum learning opportunities
		Assess children at the beginning of the school year in order to determine the appropriate level of instruction for each child
		Group children for instruction based on their developmental levels
		Develop a number of learning themes to be presented throughout the school year
		Develop a variety of learning activities for each theme which represent the different areas of development as well as take into consideration the various levels of development of participating children
		Develop a daily time schedule for activities which will optimize learning opportunities and take into account the attention span of participating children
		Outline roles and responsibilities for classroom aides or parent volunteers who may be available
		Prepare actual teaching materials as they are needed
		Provide daily instruction which incorporates a variety of teaching methodologies including play, learning centers, teacher-directed and child-directed activities
		Assess children on an on-going basis to determine mastery of curriculum objectives
		Evaluate the over-all program for attainment of broad goals and revise activities on an as needed basis

Scheduling

Children need time to do what is important to them. Although many young children seem to operate in high gear, they change direction often and sometimes stall completely. Most of them move at their own rate and not always at the pace that adults expect. Pressuring children to "hurry up" rarely helps; if anything, it hinders. Many young children are not even aware of their lack of speed. They believe they are moving in a timely way. Because of this, there is often a need for the teacher to guide the transition from one activity to another. It is helpful to have a signal for getting the children to attend to the teacher's direction such as clapping hands, flicking the light switch or playing a musical instrument. This eliminates the need to try to shout over the activity of the classroom. Providing for the smooth transition between activities can facilitate the flow of the daily schedule and often results in accomplishing more of the planned activities.

Every early childhood program follows a unique time schedule. The following criteria should be considered when determining a daily schedule or routine:

- Developmental level of participating children
- Interests of the children
- Children's need for change in activity
- Balance between active and quiet experiences
- Assignment of special classes
- Ratio of adults to children in the classroom
- Availability of aides, volunteers
- Balance of teacher-directed and child-initiated activities
- Time for small group, large group activities
- Time for individual instruction
- Transportation schedules/costs
- Materials and equipment available in classroom
- Coordinated use of shared space such as gym, music room, art room, etc.

Young children need time to fully explore their environment. They need to have sufficient opportunities to see an activity through to its logical conclusion. It is for this reason that early childhood programs should be built around large, flexible blocks of time. The following list describes activities which may be built into blocks of time in the daily schedule:

- Free choice activities
- General opening activites
  Calendar, weather
  News, discussion
  Fingerplays
  Planning activities
  Sharing, conversation
  Singing, poetry
- Work period
  Learning centers
  Small group, teacher-directed activities
- Large group activities
  Rhythm band
  Marching
  Filmstrip, story, record
  Creative dramatics
  Art activities
  Walking tour
  Circle games
  Special assembly programs
  Visit by a special person
- Gross motor activities
  Indoors
  Outdoors
- Snack, lunch (if necessary)
- Rest or quiet activity
  Library corner
  Listening to records, tapes
  Quiet tabletop games
  Free drawing
- Clean-up period
- Bathroom needs

Sample schedules are provided in the appendix.

Types of Programs

There are a number of different types of early childhood programs throughout Pennsylvania which have been developed around different scheduling alternatives:

TYPE OF PROGRAM	ADVANTAGES	DISADVANTAGES
HALF-DAY EVERY DAY	Time allotment may be more suited to children's developmental level	Less flexibility in time schedule
	More time in home environment if situation permits	Less time for remediation, enrichment
		Less consistent program where both parents work and second situation is required
FULL-DAY EVERY DAY	Consistent program for children whose parents both work	Fewer hours spent in home environment where parent is at home
	More time for remediation and enrichment activities	Some children not developmentally ready for full day
	More time to get to know children and work with them individually	Difficult adjustment to full day
	More flexibility in schedule of activities	Some children physically unable to cope, become tired
	Transportation costs often reduced	Less planning time for teacher
FULL-DAY/ALTERNATE DAY	Often more teaching time than half day due to reduced time on bus or in transit	Lack of continuity
	Especially useful in rural areas where long bus trips are the rule	Continuity and retention of material often dependent on time spent doing "homework"
	Often more special classes can be arranged due to increased flexibility	Some children not developmentally ready for full day

Classroom Management

Successful classroom management results in a secure and happy learning environment for participating children. It is the teacher's responsibility to set the stage in the following ways.

- **Accommodate activites to developmental level of participating children**

  In this way, frustration on the part of children is kept to a minimum and successful learning opportunities are maximized. Expectation of pupil performance is realistic and children are able to strive to reach attainable goals.

- **Establish a daily routine**

  A smooth-flowing routine with carefully planned transitions and flexible blocks of time to accommodate different learning paces can do much to foster a comfortable setting for growth and development.

- **Set expectations for behavior**

  Establishing rules for acceptable behavior in the classroom provides each child with an understanding of the behavior which is expected. Simple rules may be set for:

  Entrance of children to the room
  Removal of outer clothing
  Relaxation and quiet periods
  Dismissal times
  Behaviors coming to and going from school (bus behavior, walking to school)
  Bathroom procedures and care of personal needs
  Caring for personal and classroom materials
  Clean-up procedures
  Self-controls expected during free play
  Playground, gym conduct

- **Be alert for potentially disruptive situations**

  Unacceptable behavior can often be avoided by guiding children into more constructive outlets. The key is to change the potentially negative situation before it disintegrates into a frustrating experience for children. Be on the lookout for children who appear to be wandering from activity to activity or who seem to be struggling with a game or material which may be too difficult for them.

- **Be accepting of children**

  It is important to accept children for what they are, their backgrounds, feelings, language, etc. Look for positive attributes in every child and be aware of each child's unique personality. Listen to children, provide choices and give them responsibility for their own learning. Understand that children have the same, normal variations in moods and reactions as adults.

- **Respond appropriately to children**

  Praise and reinforcement of positive behavior may take the form of:

  Verbally praising and encouraging
  Placing a hand on a child's shoulder in a supportive manner
  Listening carefully to a question or idea
  Displaying a child's work
  Using eye contact and facial expressions
  Acting on a child's suggestion
  Acknowledging behavior to group ("I like the way John is sitting on the circle.")

- **Provide appropriate role model**

  A teacher becomes a role model for all types of behavior including language, enthusiasm for learning, interaction with other adults and children. A quiet, pleasant, reassuring voice and manner contribute to the overall tone of the classroom environment.

- **Identify behavior which may require professional intervention**

  It is important to be aware of behavior which demands the help of other school personnel including the guidance counselor, nurse, principal, psychologist, etc.

Special Needs Children

It is the responsibility of the early childhood education teacher to be aware of the individual learning needs of each participating child. It may become apparent to the teacher that some children have needs which require the support of special programs offered by the school. In this situation, the teacher acts as a referral source for further evaluation. For more information on this topic, contact the Pennsylvania Department of Education, Early Childhood Education Division in Harrisburg.

Evaluation

Evaluation is an important part of the teaching process. Evaluation should be on-going and may take several forms including teacher observation, developmental skills checklists, anecdotal records, individual student conference forms, self-correcting activities, parent feedback, etc.

The following list of skills are provided as a guide to help develop evaluation reports for young children:

LANGUAGE ARTS

Conversing
Dramatizing
Role-playing
Choral speaking
Picture reading
Imagining
Rhyming
Sharing information
Listening
Labeling
Storytelling
Playing vocabulary games
Sequencing events
Naming objects
Reporting
Auditory matching
Auditory differentiation
Identifying
Sequencing
Classifying
Discriminating
Coordinating
Laterality
Directionality
Space orientation
Visual perception
Selecting
Noting relationships
Selecting main idea
Using puppets
Discussing
Listening to poetry
Reacting
Deciding
Mimicking
Singing
Laughing
Creating experience stories
Giving directions
Understanding symbols when able
Explaining
Motor perception
Reproducing
Comparing
Associating
Tactile perception
Auditory perception
Organizing
Equalizing
Noting relationships
Olfactory perception
Gustatory perception

SCIENCE ACTIVITIES

Exploring
Experimenting
Planting
Differentiating
Hatching
Collecting
Questioning
Comparing
Reporting
Associating
Observing
Discovering
Mixing
Problem solving

SOCIAL LIVING

Valuing self
Understanding role of self
Making friends
Learning respect for law
Learning about families
Appreciating workers
Improving personal work habits
Enjoying holidays & heroes
Communicating effectively
Discovering travel
Developing positive attitudes

GROSS MOTOR DEVELOPMENT

- Balancing
- Walking
- Skipping
- Running
- Hopping
- Sliding
- Galloping
- Jumping
- Rolling
- Bending
- Pushing
- Pulling
- Turning
- Twisting
- Shaking
- Bouncing
- Lifting
- Throwing
- Hitting
- Catching
- Dancing
- Free body movements
- Rhythmic movements
- Calisthenics
- Hammering
- Sawing
- Body localization

FINE MOTOR DEVELOPMENT

- Drawing
- Painting
- Pasting
- Printing
- Zipping
- Buttoning
- Tracing
- Sorting
- Foot and toe exercises
- Cutting
- Tearing
- Crumbling
- Clapping
- Etching
- Lacing
- Tying
- Tapping
- Writing
- Folding
- Blackboard activities
- Eye exercises
- Using puzzles
- Bending wire
- Punching holes
- Squeezing sponges
- Fingerplays

MATHEMATICAL EXPERIENCES

- Numerals
- Ordinals
- Number
- Relationship
- Mental computation
- Sets, subsets
- Grouping
- Counting
- Estimating
- Time
- Money
- Form
- Quantity
- Place
- Distance
- Shape
- Size
- Speed
- Temperature
- Weight
- Height
- Mathematical vocabulary
- Use of mathematics in daily life

FINE ARTS ACTIVITIES

- Singing
- Dancing
- Listening
- Humming
- Free movement
- Rhythm band
- Mimetics
- Musical games
- Folk dances
- Tearing
- Pasting
- Calisthenics
- Skipping
- Running
- Filmstrips with records
- Counting to music
- Clapping
- Pitch
- Tone
- Intensity
- Multisensory experiences
- Experimentation
- Instruments
- Appreciation
- Manipulation
- Drawing
- Painting
- Cutting
- Building
- Molding
- Mixing
- Designing with many raw materials

METHODOLOGY

Mixed Instructional Modes

The concept of providing a variety of instructional opportunities within the early childhood program is important if student interest and motivation are to be maximized. Young children need to change activity and materials frequently throughout the day in order to accommodate their relatively short attention spans. They need time to work independently as well as time to interact with their peers in group situations. Although children often need guidance in structuring their learning experiences, they welcome opportunities for pursuing their own ideas as part of free play time or learning center activities. The following grid may be helpful in planning a program which presents different instructional techniques:

	TEACHER-DIRECTED ACTIVITIES	CHILD-INITIATED ACTIVITIES
INDIVIDUAL ACTIVITIES		
SMALL GROUP ACTIVITIES		
LARGE GROUP ACTIVITIES		

Play

With the increasing interest in early childhood education there is a tendency to look at this period of a child's life as a time of accelerated learning and achievement. Although this is often the case in situations where teachers provide for developmentally appropriate activities, there is also the danger that pressure will be placed on teachers to hurry the children through the curriculum or "cover the material" as quickly as possible. Teacher-directed activities can dominate the daily schedule with little time provided for child-initiated activities or play. There continues to be a feeling on the part of some adults that cognitive development must be carefully directed through teacher-planned activities and that children no longer need to spend time at play.

To the child, play is learning. It is an opportunity to pursue interests, to explore new ideas and materials and to interact with the environment. Children develop concepts through experiences with objects and ideas that are important to them. They are able to relate new learnings to what they already know in a way that is meaningful to them. They take time to manipulate ideas and materials in creative ways, allowing their own thinking processes to direct the flow of the activity.

Play is an aspect of the children's attempt to master their world. It is their medium for learning what they want to and ought to learn. The play that is advocated in early childhood education is work to a child. Young children expend great effort in completing what they set out to do, creating something that is meaningful to themselves and others. What more important aspects of work are there than effort, finishing what one starts and creating something that is meaningful?

Play is vital to the child as a time for:

- growth of physical development, including both large and small motor control
- self-satisfaction and pursuit of personal interests
- interaction with adults and other children
- development of concepts
- growth of language and other skills
- learning by doing, active involvement
- demonstration of interests and needs
- creativity, exploration and experimentation
- development of good work habits
- problem-solving
- answering and asking questions

To the teacher a child's play is equally important for it affords an opportunity to observe the child's:

- interpersonal relationships
- social maturity
- tension, conflicts, aggressions, fears
- happiness, satisfactions, pleasures
- physical abilities
- language and concept development
- personal, behavioral and developmental needs
- areas of interest and self-satisfaction

Perhaps most of all, children demonstrate what is important to them through play. Teachers who are careful observers will use this information as a basis for structuring materials and activities to meet the needs of each individual child.

Learning Centers

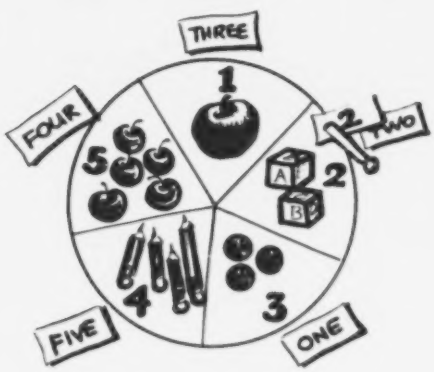
Children entering school differ in their levels of developmental functioning. Their interests, motivation and self-esteem vary, as do their experiences and environments.

A primary goal of establishing learning centers in the classroom is to assist the teacher in individualizing instruction to meet the needs of participating children. It is possible to structure learning centers in such a way that children can be guided to work individually with materials and activities which are geared to provide developmentally appropriate experiences.

Centers optimize learning when the activities are carefully planned to introduce, reinforce and extend learning objectives of the program. Thus, a center consisting of crayons and paper alone has less of an impact on the early childhood education program than a science center with lots of autumn leaves, crayons and paper for making leaf rubbings to show the different shapes and patterns in nature.

Centers encourage children to take responsibility for their own learning and discovery. The teacher facilitiates experiences which foster this growth and development by providing the overall structure.

Learning centers imply activity, movement, manipulative materials and discovery. Children learn by doing, by being actively involved in the learning process.



Step-By-Step With Learning Centers

1. Start with one or two learning centers at the beginning of the year. (Remember: Take It Slow.)
2. Select the topic or content of each center. Be sure the content relates to program objectives.*
3. Develop a number of activities for each center. Only introduce one or two activities at each center to start. Activities should represent a variety of developmental skill areas and range of levels.*
4. Limit the number of children at each center. Use population cards with hooks for children's names, velcro for name tags or clothespins with names.
5. Provide guidelines for selecting center activities. Incorporate a central planning board using one of the following:
   - pegboard with pegs
   - hooks for name tags
   - clothespins with names
   - pocket charts to hold names
6. Decide on rules for moving to next activity, such as completing original activity and putting equipment/materials away first.
7. Design a system to check to see if children are at the center they have selected. For example, yarn necklaces can be color-coded by center so that teacher can easily spot whether children are at appropriate center according to their selections.
8. Identify number of required activities over a period of time (daily, weekly). This is more effective with 5 and 6 year olds. Post these expectations on a wall chart.
9. Develop a daily activity schedule which outlines designated time periods for learning centers.
10. Develop a plan for grouping children for learning center and teacher-directed activities.*
11. Coordinate a schedule for assigning parents, senior citizens, paraprofessionals and aides to teaching and/or learning center assignments.
12. Identify free choice materials that children can select from if they finish an activity early.
13. Establish a procedure for dealing with a child's occasional unwillingness to select a center or join a group. It is suggested that the child be required to sit with the group or at a center even if the child chooses not to participate. Although the child is not actively involved, the opportunity exists for observation and consequently for learning. Many times a child will be drawn into the activity due to the enthusiasm of the other children.
14. Develop a skills assessment plan.
15. Develop a plan for recording progress of each child.
16. Arrange room to allow space for learning centers.

17. Code materials at center to designate a specific place for each one.
18. Introduce the activities for each center to the children during large group planning time or in small group sessions. Discuss:
    - rules
    - center selection techniques
    - choices of activities (use pictorial or written directions on charts)
    - expected behavior
    - care of equipment, materials
    - clean-up procedures
19. Evaluate children's progress.
20. Report progress to parents.
21. Gradually add activities to existing centers while incorporating additional centers, one at a time, into classroom environment.
22. Evaluate effectiveness of centers in meeting the needs of children.

* *See Appendix for examples.*

CONTENT AND OBJECTIVES

The content and corresponding objectives of an early childhood program can be grouped and classified in a number of different ways. It is often difficult to differentiate content areas due to the overlapping of developmental skills. Children develop as a whole entity, not as individual parts, thus growth in one area of understanding affects another. As children learn more about the world of science they will demonstrate increased mastery of mathematical concepts. Increased fine motor development will lead to an increased enjoyment of visual arts activities. A child's understanding of self will foster growth in language development and other areas of development as well.

Seven content areas have been outlined on the pages that follow. This is not designed to be a complete listing of activities but rather a guide for planning and implementing a comprehensive early childhood program designed to target the needs and interests of the whole child. The seven content areas are:

LANGUAGE ARTS

MATHEMATICS

SOCIAL LIVING

SCIENCE

HEALTH AND SAFETY

MOTOR DEVELOPMENT

FINE ARTS

Language Arts

An individual's ability to use symbolic language for communication purposes is probably the most essential skill in learning. Without it the source of information remains locked and thinking is restricted. This explains in part why language arts holds such a prominent place in the school curriculum.

Facility in language develops from constant exposure to its symbols plus opportunity to use them. This is the reason parents and adults are urged to keep up a regular chatter with children from the time of birth. Even when it seems that the child is too young to be aware, the child is learning from this early experience with language and through such communication with adults is encouraged to try out sounds. From this trial use and the adult's interpretation, the child learns to assign meaning to a particular sound or pattern of sounds.

Skill in communication is basic to all education. This involves the development of listening, speaking, pre-reading and pre-writing skills. The following pages outline the content area of Language Arts.

LANGUAGE ARTS

OBJECTIVES	CONTENT/ACTIVITIES
LISTENING	Show and tell Records, music - listen for high/low pitch, fast/slow tempo; clap out rhythms or use musical instruments; use piano "to talk, give directions" Stories - What happened first, last? What would you have done? What do you think will happen? Poems, rhymes, finger plays Sounds - use tape recorder or take a "listening walk"; classify sounds as inside/outside, loud/soft; identify sounds, animals or transportation Simon Says Game Follow directions for making something Grocery Store Game - "go to the store and buy these things" (child remembers list of 1-4 items) Treasure Hunt Game - find object in room from teacher's description Who Am I? - find person in room from teacher or child's description Match sound cylinders - use beans, rice, sand, nails, etc. Films
SPEAKING	Conversing: Free play experiences - housekeeping corner, telephone games Family events - new toy, pet, birth of sibling, birthdays Classroom visitors, special events National event, news item TV program Block play Discussing: Daily plans, procedures Field trips Emotional reactions to an event Likes and dislikes Classroom rules, safety Classroom problems, situations Pictures - what do you think happened in this picture? Reporting: Science experiments Local or national news Field trip discoveries Family vacations How to do something Describe things seen on a nature walk

LANGUAGE ARTS *(Cont'd)*

OBJECTIVES	CONTENT/ACTIVITIES
SPEAKING *(Cont'd)*	Dramatizing: Poems, finger plays, rhymes, stories Role play people, situations, events Puppets (stick, paper bag, paper plate, stocking, finger, etc.) Interpretive movement to express moods and emotions Charades, pantomime Choral speaking Let's pretend we're on a magic carpet ride, as tiny as mice Act out words (angry, tired, brave) Expressing: Show and tell Say a sentence, poem and leave out a word - children supply words Make up new words to describe animals made up of two or more different animals Cumulative stores - someone starts a story and each child adds to it Draw nonsense pictures and describe Language experience stories Give directions about how to make something Deliver a message to someone Think of all the ways to use an object (ball, wagon, block) Feely box - describe how something feels How are things alike, different Use comic strips without words or pictures to make up stories
PRE-READING	Concept Development: Rhyming Story sequencing Classification of objects and pictures Association games - things that go together Spatial relationships Same and different Opposites What's missing What does not belong Naming colors, shapes and sizes Reading: Reading stories, poems, fairy tales, nursery rhymes Create finger plays to go with poems or rhymes Answer questions about a story Dramatize roles of a book Draw pictures or make a wall mural to illustrate sequence of a story

LANGUAGE ARTS *(Cont'd)*

OBJECTIVES	CONTENT/ACTIVITIES
PRE-READING *(Cont'd)*	Auditory Perception: Beginning Sounds Game - which picture starts with a different sound, what starts with the same letter that begins "baby" Rhyming games - omit word in poem, have children supply rhyming word Nonsense questions - Do you cook eggs in a pan or fan? Let children make up questions Sort pictures that end with the same sound Visual Perception: Match letters and words on lotto boards Label objects and pictures Find all labels that contain a certain letter Recognize own name and names of peers Word Boxes - print words on index cards for children who request them Comprehension: Identify central points of a story Retell a story heard in own words Create captions for pictures Make up titles for stories "What happened first, next, last?" "Why did the boy act this way?" "What would have happened if . . .?" "What other story is this book like?" Art Activities - drawing, painting, cutting, pasting, hammering Manipulative Activities - pegging, stringing beads, stacking toys, building with blocks, assembling puzzles Self-help Activities - snapping, zipping, buttoning, lacing, tying Printing simple labels or signs Signing cards or letters Copying letters or words one sees around room Dictating letters and stories Language experience stories

Mathematics

Mathematics is the overall science of dealing with the relationships of quantity, measurement and properties. Development of these concepts can occur through teacher-directed activities as well as through incidental learning experiences.

Children learn about the basic processes in mathematics by first manipulating concrete objects and materials. Later pictorial representations can be used and eventually children are able to respond to symbols, including recognition of numerals. It is the role of the teacher to structure the learning environment in such a way as to encourage the development of mathematical concepts by providing ample opportunities to explore real objects and to discover relationships through manipulation of materials.

MATHEMATICS

OBJECTIVES	CONTENT/ACTIVITIES
COUNTING	Count objects to 10 or more Ordinal games (first, second, third, first in line, second in line, etc. second row, fourth row, first day of week, fifth day, etc. One-to-one correspondence one cookie for one child - snack time one locker for one child - going home one chair for one child Songs: Little Indians, This Old Man
PATTERNING/ ORDERING	Patterning games including inch cube designs, bead patterns, peg patterns, parquetry blocks, colored paper "What comes next" - display a repeated pattern with a shape or object missing - children complete "Make a pattern like mine" - children copy patterns made with sticks, buttons, etc. Children order themselves from shortest to tallest Order objects from smallest to biggest, lightest to heaviest
CLASSIFYING/ GROUPING	Have children group themselves according to similarities in dress (all children wearing red, wearing T-shirts, etc.) Sorting games using muffin tins, egg cartons and assorted objects - sort by shape, size, color (use chips, beads, pegs, etc.) Same and different games - domino, lotto game Feely box - feel objects to determine how all are alike (round, long, rough, etc.) Make sets from 1-10 using real objects Identify sets - use set cards with pictures or shapes, use real objects Identify the empty set (children with green hair, chairs with six legs, etc.) Combine and separate sets of materials - Put the set of 3 cubes with the set of 1 cube - how many are in the new set? Take 2 buttons away from this set - how many are left?

MATHEMATICS *(Cont'd)*

OBJECTIVES	CONTENT/ACTIVITIES
USING NUMBER SYMBOLS	Identify number symbols from 1 to 10 Dates on calendar Addresses Ages Telephone numbers Clock numbers Flash cards Number puzzles Textured numerals - sandpaper, felt, corduroy Match numerals to sets Felt numerals and objects Numerals and real objects Numerals and flash cards Roll dice and have children hold up correct numeral card Make numeral and set dominos so children must place the numeral half of domino next to correct set of dots Play board games with numeral spinners - children move appropriate number of spaces on board
MEASURING	Linear Measurement: Size games *The Three Bears* - match flannel board figures (bears, bowls, beds and chairs); graduated cylinder or picture puzzles (compare size - biggest, smallest, shortest, longest, etc.) Use and experiment with rulers, yardsticks, tape measure, varying lengths of string, wood Measure distances of jumps, hops, bean bag toss Play kangaroo hops/bunny hops or baby steps/giant steps Meter strips - measure objects which are a meter length, roll clay snakes a meter long Liquid Measurement Cooking activities Water play Use pint, quart, cup, teaspoon measures Grocery store games - milk cartons, juice, soda, etc. Weight Measurement: Guessing games - which is lighter/heavier? Lifting objects to compare weights Use balance scale to compare weights Use bathroom scale to weigh children Use kitchen scale to weigh fruits and vegetables in grocery store Temperature Measurement: Use a thermometer to measure inside/outside temperature; measure water temperature of fish tank, pool; measure temperature of foods being cooked

MATHEMATICS *(Cont'd)*

OBJECTIVES	CONTENT/ACTIVITIES
MEASURING *(Cont'd)*	Fractions: Fold papers in half Divide children into equal groups for games Cut apples into halves, quarters Break cookie in half Ask half class to sing one song or chorus, half another ("Row, Row, Row Your Boat," etc.)
USING MONEY	Identify penny, nickel, dime, quarter, and bills Play store Buy tickets for a train ride Visit post office to purchase stamps for letters Pay for lunch, snacks Pay admission for children's theater, programs, movies
RELATING TO TIME	Understand Concept of Time: It's time to go home When the snow stops, we will go outside You will soon be six years old Next year you will go to 1st grade It's time to clean up I go to bed after my favorite TV show Tomorrow is our party Yesterday was a rainy day It's almost time to go Today is Valentine's Day Yesterday was Monday; today is Tuesday Clock Games and Concepts: Our clock says 9 o'clock; it's time to begin When both hands reach 12, it will be time for lunch When we go out to play, what time does the clock say? Calendar Games and Concepts: On Saturday and Sunday we don't come to this school Let's mark our holidays on the calendar When is your birthday?
USING FORMS & SHAPES	Recognize basic geometric shapes: Circle, triangle, rectangle, square, oval, diamond, etc. Puzzles Shape bingo Shape lotto Geoboards or peg boards to make shapes

MATHEMATICS *(Cont'd)*

OBJECTIVES	CONTENT/ACTIVITIES
USING FORMS & SHAPES *(Cont'd)*	Find geometric shapes in classroom, home: floor tiles, windows, clock face, flag, doors, toys
RELATING TO SPACE	Demonstrate understanding of spatial vocabulary: inside, outside on, in over, under near, far next to, between top, bottom around middle first, last above, below beside, aside of next to last through Movement activities to explore space: crawl through tunnel jump into hoop walk under a rope step over a stick dance, skip, twist, twirl, jump Map play - make a large floor grid of neighborhood; mark child's home, stores, etc.; use cars and trucks to ride on streets

Social Living

The entire early childhood education program is actually a study in social living. Children gradually come to understand themselves as individuals with unique talents, feelings, likes and dislikes. They learn to interact with adults and peers in small and large group situations. Opportunities arise where they must practice the social skills of sharing, taking turns, following rules and assuming responsibility.

As children become more comfortable with themselves and others, they are prepared to expand their social living experiences to the outside world in a broader sense. They are ready to understand the role that community helpers play in their neighborhods. School and community resources are explored in order to understand the impact that they have on our everyday lives. Children look beyond themselves and their families as they undertake new learnings in this area.

SOCIAL LIVING

OBJECTIVES	CONTENT/ACTIVITIES
UNDERSTANDING SELF	Self portraits - trace children's outlines and have them color clothing and features; also, puppets, shadow portraits, fingerprints or hand prints Assemble large body puzzles to enhance body awareness "Hokey Pokey", "Head and Shoulders" Me book - children include pictures, photos, handprints, etc. Mirror game - use real mirrors and then have children face each other and take turns mirroring others expressions Role playing, dramatic play - express feeling Show pictures - How does boy feel? Why? Display baby pictures and recent photos
UNDERSTANDING OTHERS	Home and Family: Read books about families and discuss: *Are You My Mother?* Eastman *The Daddy Book* Stewart *Have You Seen My Brother?* Guifoile *A New Baby Is Coming To My House* Jwasaki Draw pictures, take photos of family members Make a collage of magazine pictures which represent family likes, hobbies, etc. School/Friends: Opportunities for sharing, developing independence, assuming responsibility, caring for personal and group property, completing assignments and free choice activities, showing consideration for others, developing a positive self-image Group projects: Dramatic play, puppet shows, wall mural, language experience stories, building with blocks, planning and cooking a snack or meal, planning for a parents' open house, relay races Community: Community helpers, transportation, holidays, farm life, city life, other cultures

SOCIAL LIVING *(Cont'd)*

OBJECTIVES	CONTENT/ACTIVITIES
UNDERSTANDING THE OUTSIDE WORLD	History Concepts: Take trips to museums Historical films Stories, poems, finger plays Dress-up with old fashioned clothing Examine family albums Discuss holidays, famous birthdays Geography Concepts: Walk around school, neighborhood Map games - school, neighborhood, globe Stories, films, TV shows Field trips to places of interest Economic Concepts: Play grocery store Trip to post office Visit a factory Plant a garden Take care of school property Watch community helpers at work Discuss occupations of fathers, mothers Visit airport Take a train or bus ride Share housekeeping duties Have a bake sale

Science

In the early childhood program, each experience leads to a new learning and thus expands the children's range of awareness. The role of the teacher is to encourage the natural curiousity that children bring to school so that basic scientific understanding can be achieved. It has been said that children, above all others, have the true spirit of scientific investigation. They are open-minded and nothing is too trivial for them to explore.

The early childhood teacher helps children better understand the environment in which they live by planning experiments, field trips, demonstrations and visits from resource people. Ample opportunities for manipulating and exploring materials must also be provided.

SCIENCE

OBJECTIVES	CONTENT/ACTIVITIES
EXPLORING **EXPERIMENTING** **DISCUSSING** **DESCRIBING** **DIFFERENTIATING** **COLLECTING** **QUESTIONING** **IDENTIFYING** **REPORTING** **RECORDING** **COMPARING** **ASSOCIATING** **OBSERVING** **DISCOVERING** **PROBLEM SOLVING** **PREDICTING** **CLASSIFYING**	PLANTS: Observe parts of a plant - stem, leaf, flower, root Experiment with seeds - plant radish seeds in soil, lima bean in water Classify seeds - discover different types of seeds - apples, pumpkins, peaches, etc. Observe plant needs such as water, sunlight, air - put celery stalk in colored water, put plant in jar with lid, watch plant grow towards sun Compare how cuttings, seeds and bulbs sprout into plants AIR: Observe air moving balloons, pinwheels, kites Experiment with air by placing napkin in a glass and inverting glass into water (napkin stays dry due to air) Predict what will happen if a lid is placed on a jar in which there is a burning candle Describe what happens to a parachute in the air Discuss why plants and animals need air WATER: Explore forms of water - freeze ice cubes; boil water to make steam; let steam flow into a glass container to turn to water again; melt snow; observe frost, dew Discuss the uses of water - clothing, cooking, painting, drinking, bathing, swimming, plant and people survival Experiment with evaporation by putting water in 2 jars, on one place a lid Observe water and different materials - salt, sugar, baking soda, sand Classify things that float and sink in water Compare the water level in a bowl when a stone is placed in water, a sponge Compare water levels on containers of different shapes - which one will hold the most?

SCIENCE *(Cont'd)*

OBJECTIVES	CONTENT/ACTIVITIES
	MAGNETS: Identify items a magnet does/does not attract - nails, buttons, seeds, paper clips, baby pins, thumb tacks, pegs, crayons, wire Observe how magnets attract through some materials - observe through paper, wood, plastic, glass Compare different types of magnets Explore and discuss how paper clips can be magnetized SENSES: Experiment with different ways we look at things: microscope, magnifying glass, kaleidoscope, prism, color paddles Observe what colors are made when two paints are mixed Describe objects in a feely box Classify objects with different textures - rough, smooth, soft, hard Compare sounds - high/low, loud/soft Associate sounds on a farm, in the city Identify objects from smell, taste WEATHER: Observe weather conditions - sunny, cloudy, rainy, windy, snowy Record weather daily using a thermometer, barometer, weather vane Discuss how weather affects what we do: occupations, school activities, etc. Classify clothing appropriate for hot/cold weather or sunny/rainy weather Discuss safety rules to follow in bad weather MACHINES: Discuss the use of simple machines - can opener, mixer, nut cracker, needle, knife and fork, scissors, sweeper, iron, mop, broom, doorknob Classify machines: Lever: nut cracker, bottle opener, shovel, crowbar Inclined Plane: stairway, hill, slide, ramp Pulley: flag pole, drapes, clothesline, tow trucks Wheel and Axle: bicycle, car, doorknob Screw: piano stool, paper press, vise Wedge: axe, chisel

SCIENCE *(Cont'd)*

OBJECTIVES	CONTENT/ACTIVITIES
	ANIMALS: Observe classroom pets - fish, turtle, snake, rabbit - discuss their needs and how to care for them Classify animals as wild animals, farm animals, pets Associate animals with their shelters or homes Collect insects, butterflies on a nature walk Classify animals by physical characteristics - tails, wings, horns, etc. Observe the hatching of chicks from eggs LIGHT: Discuss light sources: sun, lamps, flashlight, candle Observe the reflection of light using prisms, mirrors Experiment with shadows ECOLOGY: Discuss why littering is harmful to environment - organize a clean-up day Discuss preserving natural resources - avoiding forest fires, preserving wildlife Observe nature on a hike, walk Describe what happens when a bird feeder is placed outside

Health and Safety

The health and safety activities are centered around the children's role in maintaining a healthy environment for personal development. The children are presented with tasks which are designed to help them recognize and fulfill basic needs.

The most important outcomes of the learnings presented in the health and safety content area cannot be readily assessed by the classroom teacher. The concepts and skills the children learn from this material are of value only if they can make use of what they have learned and apply it in their everyday lives. To successfully instill in the children a positive image of self and good health and safety habits calls for constant, consistent reinforcement from both teachers and parents. These learnings will provide a framework for all future growth and development.

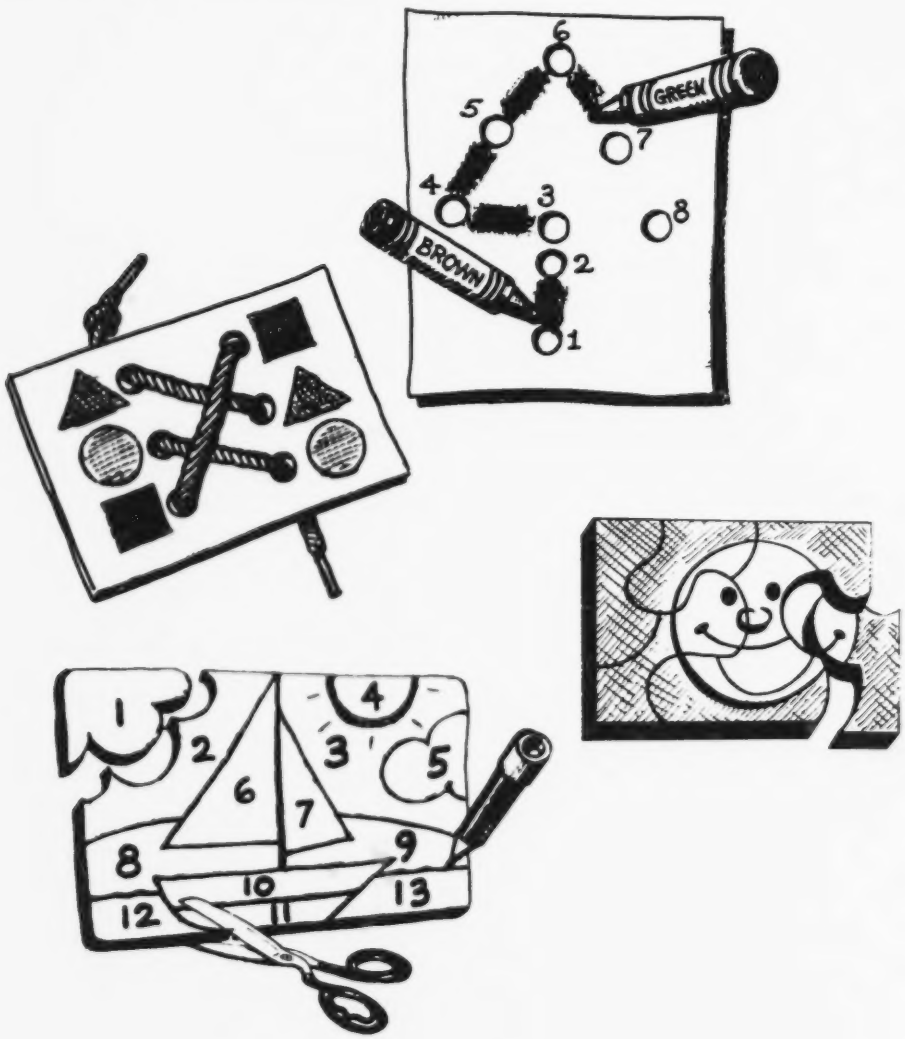
HEALTH AND SAFETY

OBJECTIVES	CONTENT/ACTIVITIES
DEMONSTRATING SELF-CARE SKILLS	Cleanliness: Wash face and hands Brush teeth after snack and meals Demonstrate proper personal hygiene in bathroom Use tissues and hankies for colds Dressing: Dressing for the weather - use a paper doll and cutout clothing - have children dress appropriately for weather Making decisions about daily dress - coordinate activity with parents Dress up corner - children practice small muscle skills of zipping, buttoning, etc.
UNDERSTANDING PROPER NUTRITION	Basic Food Groups: Cut out magazine pictures of different foods - classify into different food groups Use pictures to paste-up a balanced meal Cook a meal as a class that samples all basic food groups Eating Habits: Practice good eating habits at meals, snacks
UNDERSTANDING SAFETY RULES	Personal Safety: Identify full name, address, phone number Show films, stories about strangers and how to be cautious Role play situations that require child to look out for personal safety - also puppets, dolls Play Safety: Practice safe use of equipment, materials (ex. scissors) Put equipment and toys away safely Discuss particular dangers such as lightning, electrical wires, etc. Traffic Safety: Identify traffic signs and what they mean Talk with crossing guard, police officer Discuss safety on bus, in car, etc. Fire Safety: Visit fire station Observe fire safety rules - no matches, etc. Conduct fire drills in home and school Water Safety: Discuss rules for swimming Discuss dangers of electricity near water

Motor Development

Young children have an innate need for movement and activity; they do everything with vigor and zest. This is the reason that the typical early childhood program is alive with energy. Because of this vitality, young children require an outlet for their energy plus rest and relaxation. It is the teacher who must understand and adapt to children's physical needs by providing a variety of different learning experiences.

Gross motor skills involve the development and awareness of large muscles. Activities in this area focus on body control, movement, coordination and balance. Fine motor development involves the use of small muscles, primarily hand and finger muscles. Activities in this area emphasize the coordination between hand and eye movements.



MOTOR DEVELOPMENT

OBJECTIVES	CONTENT/ACTIVITIES
DEVELOPING GROSS MOTOR SKILLS	Imitate simple body positions of teacher Crawl, walk Roll, kick ball Stand on one foot Clap in time with music, drums Move body parts - ''Hokey, Pokey'' Run Throw ball with one hand Walk in time with music, drum Move through area of some confinement and motion Jump Tricycle Climb steps, one tread per step Walk sideways Roll up and down inclined plane Catch, bounce ball Adjust, walk, run, crawl to rapid change of tempo Move through very confined area — avoid moving object as in dodge ball Hop Scooter, wagon, roller skates Balance while sitting on barrel, standing on rocking platform Patterned movements - mirrored movements in pairs Skip, gallop Throw, kick ball to target Walk with hop and clop stilts Dance to music Find location — estimate and relocate Somersault Return rolled ball with racket or bat Jump rope

MOTOR DEVELOPMENT *(Cont'd)*

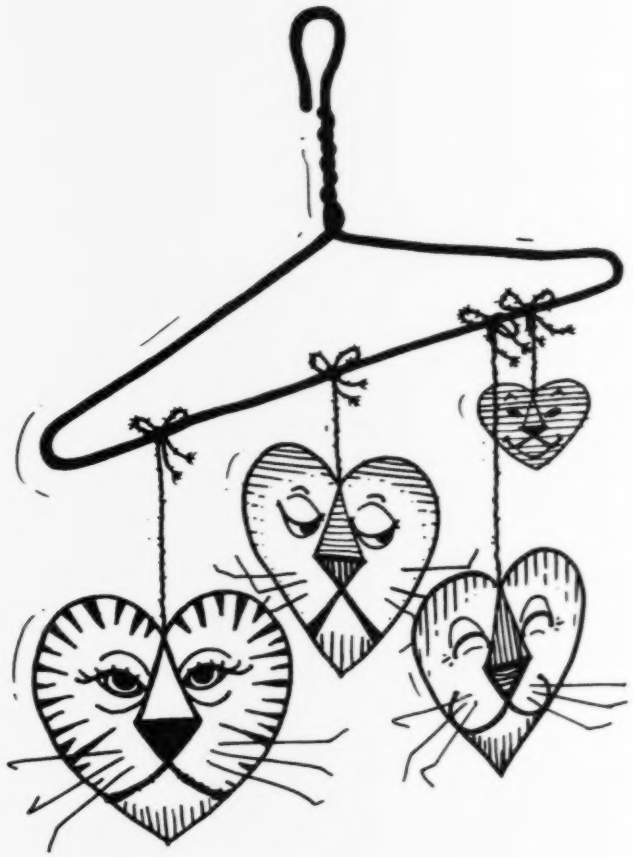
OBJECTIVES	CONTENT/ACTIVITIES
DEVELOPING FINE MOTOR SKILLS	Build tower with cubes Insert pegs into pegboard Pound pegs into pounding bench String large beads Pick up and place small objects into jar Fold paper in imitation Button 1" buttons Fasten hook and eye latch Clamp spring clothespins to rim of can Draw lines connecting dots Cut with scissors (snipping freely) Paste cutouts on paper Cut with scissors between lines Snap Copy shapes from model Lace Screw and unscrew using tools Cut along straight line Cut and paste into position simple shapes Pick up and place toothpicks into bottle Outline pictures or shapes with yarn/string with glue Lace shoes Color within boundary Print name from model Reproduce letters and numerals from model Tie shoe laces

Fine Arts

Emphasis on the fine arts contributes to the children's ability to build insights and concepts about their world through experimentation, examination, exploration, expression and evaluation. Children are able to think more imaginatively and creatively. They become more resourceful and develop self-discipline.

An understanding of the fine arts also helps children to appreciate the contributions of other people. Children begin to apply this understanding in their relationships with other people and the world around them.

The teacher is the facilitator of learning in this content area. Opportunities should be provided for the children to take responsibility for their own learning and to explore the materials in their own unique way.



FINE ARTS

OBJECTIVES	CONTENT/ACTIVITIES
EXPRESSING CREATIVELY THROUGH ART	Make a collage: Use tissue paper Shapes Colors Themes Favorite things Pictures Pasta shapes Fabric swatches Use crayons: Crayon resist with waxy crayons and a wash of paint over entire picture - Halloween pictures with diluted black paint wash, or snow pictures with white wash Crayon rubbings of leaves, textures Crayon etchings with light color underneath and dark color on top - use popsicle stick to etch Use paints: Finger painting Sand painting - use tempera powder to color sand and shake onto white glue designs Straw painting - drop paint on paper and blow through straw to make designs String painting - pull string dipped in paint through a folded piece of paper Marble painting - place paper in a pie pan and roll a paint covered marble around pan to make a pattern Scatter painting - use wire screens and a toothbrush dipped in paint to spatter paint over flat objects Sponge painting - use sponge pieces dipped in paint Print painting - use spools, cookie cutters, etc. Use chalk: Blend colors Dip chalk in water before using it Use paper: Fold paper to make objects Cut paper to make cutouts, snowflakes, ornaments Use three dimensional materials: Make mobiles from coat hangers Make wood sculptures from wood scraps and white glue Make box sculptures Model with clay, dough Puppet making Holiday gifts Halloween masks

FINE ARTS *(Cont'd)*

OBJECTIVES	CONTENT/ACTIVITIES
EXPRESSING CREATIVELY THROUGH MUSIC	Listening: Listen to records, tapes, piano, live performances Identify changes in tempo (fast, slow), pitch (high/low), dynamics (loud/soft) How does music make you feel? Play music to set the tone for an activity - restful, active Listen for a particular instrument or for a change in tempo Use piano to "talk" to children Clap out beat of music Singing: Singing individually, in groups, at work, at play Use songs to enhance learning themes, fine and gross motor coordination Make up new songs, silly songs Playing Musical Instruments: Make instruments Play instruments to music - keep rhythm, beat Identify instruments by sound Create new music Moving to Music: Intepret music through body movement, dance Move to the beat of a drum - fast, slow, run, walk Statues - move until music stops, then freeze Imitate certain animal moves based on music
EXPRESSING CREATIVELY THROUGH DRAMATIC PLAY	Provide opportunities for dramatic play which serves to: Reflect children's attitudes Release/express emotions, feelings Encourage social contacts Develop language skills Vent creativity, imagination Free Play Pantomime Act out story, poem, nursery rhyme Pretend to be a type of animal, machine, etc.

CURRICULUM

Curriculum is the result of the intricate weaving of planning, methodology, content and objectives of the early childhood education program. It is important for the classroom teacher to keep the following concepts in mind when designing a successful curriculum model:

Developmental Approach

The notion of providing developmentally appropriate activities for young children cannot be over-emphasized. Too often early childhood curriculum models represent little more than watered-down versions of first and second grade programs. It is essential to understand that young children need many opportunities to manipulate real objects before they can move on to an understanding of symbolic representations such as those presented in formal reading and math programs. Children cannot be expected to bring meaning to the printed word if they do not yet have experience with the object that the word represents. Numerals have little meaning for children if they have no concept of one-to-one correspondence as they attempt to count napkins for snack time.

Children learn by doing, by being actively involved in the educational process. They grow and develop under the guidance of the classroom teacher who facilitates learning by structuring the environment to provide opportunities for exploration and discovery.

What children learn does not always conform to what the teacher has outlined in the objectives for a particular activity or unit. Incidental learning results when children are encouraged to take responsibility for discovering the world around them. It is an essential skill on the part of the classroom teacher to be able to tailor a lesson to meet the needs of the children at a particular point in time, even if this means abandoning the planned activity on the schedule.

Holistic or Whole Child Approach

Experiences should be planned and organized as an integrated whole. Individual activity objectives are related to a broader set of goals for the entire curriculum. The early childhood program should represent a consistent approach to fostering the overall growth and development of young children.

Children bring to school a variety of different experiences. These experiences are the result of the child's interaction with self, peers, family and the world at large. The child's understanding of concepts and ideas is derived from these learnings based on environmental experiences.

It is difficult to consider only one aspect of a child's development at a time when structuring learning activities. How children acquire language skills affects their understanding of mathematical concepts and vice versa. Fine motor development is interwined in many of the fine arts lessons planned for the program. Thus it is important to consider the whole child and all aspects of development when designing a curriculum model for early childhood education.

Thematic Approach

Perhaps one of the most effective ways to insure a holistic approach to the education of young children is to structure the curriculum around a number of different themes throughout the school year. The thematic approach to early childhood education enables the teacher to address the various interests of young children while including an interactive approach to overall growth across developmental areas. Thus for each activity, the teacher has multiple objectives which focus on learnings from many different content areas.

This approach lends itself to working with young children due to their need for a variety of different types of learning experiences presented in flexible blocks of time throughout the day. This flexibility not only applies to time considerations but to the ability to follow the flow of child interest and initiative as it presents itself in the course of the daily routine.

The following pages outline a number of different themes which may be used in an early childhood curriculum. A chart format has been used to emphasize the importance of integrating a variety of activities and objectives into the overall plan for the learning environment. As always this listing is designed to serve as a guide for teachers who will use these ideas as a springboard for developing unique and exciting units and themes for their own programs.

LANGUAGE ARTS

Apple word game - Each apple has a different capital letter printed on it, each worm has a lower case form of the capital letters; match worm to apple

Read about Johnny Appleseed; celebrate his birthday by having a drink of apple juice

List all the ways pupils can think of to enjoy apples

MATHEMATICS

Set up a "roadside stand" in the classroom for pupils to buy and sell apples

SOCIAL LIVING

Join the Apple Corps - Teacher makes simple red construction paper apples; child who is "caught" being kind like Johnny Appleseed has badge taped or pinned on him

SCIENCE

Place pictures of how an apple tree looks in each season in order

Cut apples; discuss parts such as stem, skin, core, and seeds

Find out how apples grow

Tasting party; state different kinds of apples; describe their taste, texture, and color

THEME:

APPLES

HEALTH & SAFETY

Group discussion on why apples are good for you

Make apple butter or apple sauce

FINE ARTS

Dramatize picking apples in poem entitled "Apple Tree"

Make clay apples

MOTOR DEVELOPMENT

Cut and paste apples for a classroom bulletin board on which teacher has fashioned a tree from torn brown grocery bags

LANGUAGE ARTS

Storytelling - make up a story about a green painter who paints everything green to get ready for St. Patrick's Day; let each child mention something that the green painter will paint such as the sky, oranges, the sun, etc. because it is not green

Sequence stories with St. Patrick's Day theme

MATHEMATICS

How many shamrocks?
How many leprechauns?
How many pieces of gold?

Using different-sized leprechauns (or shamrocks), let children place in order from smallest to largest (number of objects used dependent on age and skill of children)

SOCIAL LIVING

Take a class walk and have each child collect and look for *green* things in nature; collect and look for three leaf clovers

Use a large leprechaun to identify body parts such as eyes, nose, mouth, etc.

SCIENCE

Growing shamrocks - cut shamrock from green terry cloth; moisten and sprinkle with alfalfa seed

THEME:

ST. PATRICK'S DAY

HEALTH & SAFETY

Green vegetable snack

Nutrition - shamrock shake, green finger jello

FINE ARTS

Fingerpaint with green

Green collage - using bits of green ribbon, fabric, wallpaper, cutouts from magazines

Hearty Shamrock - cut 3 hearts from green construction paper; form shamrock by pasting points of hearts together; draw stem

MOTOR DEVELOPMENT

Have children walk, run, jump, tiptoe, etc. like a leprechaun

Gold coin (beanbag) toss - pass around circle to Irish music

Dance to Irish music - stop music periodically and "freeze"

Shamrock Search - hide gold piece

LANGUAGE ARTS

Classify farm animals according to their initial sound - all animals that begin with A, C, P, H, etc.

Match animal sounds to pictures of animals

Complete animal puzzles, matching lotto

Have children keep word boxes with names of farm animals

MATHEMATICS

Match numeral to set with egg cartons marked with a numeral; children place correct number of plastic eggs in each carton

Count number of animals on flash cards

Complete pattern of farm animals - What comes next?

SOCIAL LIVING

Block building and small farm animals to encourage dramatic play

Visit a farm - discuss jobs that are done on a farm

Visit an orchard

THEME: FARM LIFE

SCIENCE

Hatch chick eggs

Grow plants from seeds

Experiment with plant needs: air, water, sunlight, soil

HEALTH & SAFETY

Discuss foods that come from farms: chicken, eggs, dairy products, fruits and vegetables

Plan a Thanksgiving dinner to celebrate a good harvest

Make ice cream or butter

FINE ARTS

Act out animals as the song "Old MacDonald" is sung

Use rhythm instruments to imitate different animal movements

Make turkeys out of paper bags stuffed with newspaper and use construction paper for head and tail

MOTOR DEVELOPMENT

Animal movements

Walk balance beam as a cat or chicken might walk on a fence

Complete animal puzzles lacing cards with farm animals

LANGUAGE ARTS

Discuss weather as part of daily activities

Label days on calendar
Classify pictures as things to do when it is hot/cold

Go-together lotto -
Umbrella/rainy day,
kites/windy day,
swimsuit/sunny day,
snowman/snowy day

MATHEMATICS

Use a thermometer to measure temperature

Count the number of rainy days at the end of each month by using a calendar with weather indicated

SOCIAL LIVING

Make kites and have children go outside to fly them

Visit a local radio or TV station to meet weather forecaster

SCIENCE

Experiment with forms of water: liquid, ice, snow

Observe objects blowing in the wind

THEME:

WEATHER

HEALTH & SAFETY

Match clothing cutouts to the type of weather

Discuss personal hygiene for colds

FINE ARTS

Spatter paint pictures by coloring a winter scene and spattering white paint through a mesh screen with a toothbrush

Sponge paint fall trees using orange, red and yellow paint

Pantomime a bear hibernating in winter, coming out in spring

MOTOR DEVELOPMENT

Pantomime different seasonal activities: ice skating, swimming, splashing in puddles, carrying an umbrella

Trace 3 different-sized circles to make a snowman

Zip, button, snap clothing

LANGUAGE ARTS

Classify transportation as by air, land, sea

Label a transportation bulletin board

Make comparisons: Which goes higher, a plane or spaceship? Which goes faster, a train or plane? Which is bigger, a bike or car?

I am thinking of something we ride in . . . (discuss)

MATHEMATICS

Classify vehicles by the number of wheels they have:
unicycle - 1; bicycle - 2;
tricycle - 3; wagon, car - 4

Use cars and trucks to explore space concepts of over, under, in, out, between

Use different shapes to make transportation pictures

SOCIAL LIVING

Make a large intersection grid on floor with masking tape; children use toy cars and trucks to travel on the streets

Make a transportation mural as a group project

Take a trip to an airport

SCIENCE

Explore different type of movement: wheels, wind on a sailboat, rudder in water, etc.

Discover how wheels can help things move

THEME:

TRANSPORTATION

HEALTH & SAFETY

Take a neighborhood walk and discuss safety signs and rules such as looking both ways for traffic, being careful at intersections.

Discuss bus and car riding safety

FINE ARTS

Make a transportation mobile

Sing songs - *The Wheels on the Bus; Row, Row, Row Your Boat*

Make wood sculptures to depict modes of transportation

MOTOR DEVELOPMENT

Move in different tempos: walk, go as fast as a jet, go as slow as a snail

Use a wagon, scooter, tricycle, skates, feet for transportation

Cut out pictures of transportation from magazines

LANGUAGE ARTS

Classify objects as things we eat/ don't eat or classify food as coming from plants or animals

Language experience story after visit to supermarket

MATHEMATICS

Use money in role playing situations at the grocery store center; children purchase items and receive change with play money

Take inventory in the store - count number of boxes of cereal

SOCIAL LIVING

Visit a local supermarket

Learn about the various jobs in a market: butcher, baker, clerk, etc.

SCIENCE

Experiment with growing plants from seeds and cuttings (radish seeds, carrot tops in water, lima beans and potatoes in jars of water)

HEALTH & SAFETY

Wash hands before all meals; discuss the importance of cleanliness when eating

Observe safety rules on trip to supermarket

FINE ARTS

Make a collage of foods cut from magazine

Pretend to be a growing plant beginning as a tiny seed

MOTOR DEVELOPMENT

Make cookies from ingredients bought at store; stir and mix batter, roll out dough, then use cookie cutters to make shapes

APPENDIX

APPENDIX

TABLE OF CONTENTS

99 Ways to Say "Very Good" 158

Sample Activities Calendar 159

Sample Newsletter 160

Sample Half-Day Schedule 161

Sample Full-Day Schedule 161

Learning Center Titles 162

Sample Learning Centers 163
- Science Centers 163
- Social Studies Centers 164
- Health Centers 165

Learning Centers with Multiple Activities 166

Pennsylvania Department of Education Publications 167

Professional References 168

References and Sources for Materials 171

99 WAYS TO SAY "VERY GOOD"

1. You're on the right track now!
2. You're doing a good job!
3. You did a lot of work today!
4. Now you've figured it out.
5. That's RIGHT!!!
6. Now you have the hang of it!
7. That's the way!
8. You're really going to town!
9. You're doing fine!
10. Now you have it!
11. Nice going.
12. That's coming along nicely.
13. That's great!
14. You did it that time!
15. GREAT!
16. FANTASTIC!
17. TERRIFIC!
18. Good for you!
19. You out did yourself today!
20. GOOD WORK!
21. That's better.
22. EXCELLENT!
23. Way to go!
24. Good job, (name of student)
25. That's the best you have ever done.
26. Good going!
27. Keep it up!
28. That's really nice.
29. WOW!
30. Keep up the good work.
31. Much better!
32. Good for you!
33. That's what I like to see.
34. Good thinking!
35. Exactly right!
36. SUPER!
37. Nice going!
38. You make it look easy.
39. I've never seen anyone do it better.
40. You are doing that much better today.
41. Way to go!
42. Not bad.
43. Superb!
44. You're getting better everyday.
45. WONDERFUL!
46. I knew you could do it.
47. Keep working on it, you're getting better.
48. You're doing beautifully.
49. You're really working hard today.
50. That's the way to do it!
51. Keep on trying!
52. THAT'S IT!
53. Nothing can stop you now!
54. You've got it made.
55. You are very good at that.
56. You are learning fast.
57. I'm very proud of you.
58. You certainly did well today.
59. You've just about got it.
60. That's good.
61. I'm happy to see you working like that.
62. I'm proud of the way you worked today.
63. That's the right way to do it.
64. You are really learning a lot.
65. That's better than ever.
66. That's quite an improvement.
67. That kind of work makes me very happy.
68. MARVELOUS!
69. Now you've figured it out.
70. PERFECT!
71. That's not half bad!
72. FINE!
73. You've got your brain in gear today.
74. That's IT!
75. You figured that out fast.
76. You remembered!
77. You're really improving.
78. I think you've got it now.
79. Well look at you go!
80. You've got that down pat.
81. TREMENDOUS!
82. OUTSTANDING!
83. I like that.
84. Couldn't have done it better myself.
85. Now that's what I call a fine job.
86. You did that very well.
87. Congratulations!
88. That was first class work.
89. Right on!
90. SENSATIONAL!
91. That's the best ever.
92. Good remembering!
93. You haven't missed a thing.
94. It's a pleasure to teach when you work like that.
95. You really make my job fun.
96. Congratulations. You got (number of behaviors) right!
97. You've just about mastered that!
98. One more time and you'll have it.
99. You must have been practicing!

OCTOBER	ACTIVITIES CALENDAR					
SUNDAY	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**	**SATURDAY**
				1 Look at a book	2 SPECIAL DAY	3 Do 10 jumping jacks
4 Name tools we use in a kitchen	5 Find 10 things that are blue	6 Name things we use to clean up	7 Find rectangles in your house	8 SPECIAL DAY	9 Pull 10 weeds	10 Name foods that are orange
11 Do a somersault	12 Look in a magazine and name letters you see	13 SPECIAL DAY	14 Cut out pictures of ways to have fun	15 List the letters that come after D and before M	16 Practice tying your shoes	17 Tell someone your favorite story
18 Make a picture with bits of torn paper	19 Sing a counting song	20 Find pictures of things that begin like your name	21 Write numerals 1 to 10	22 SPECIAL DAY	23 Cut out pictures of things to wear	24 Make a sock puppet
25 Count as high as you can	26 Read your color words	27 SPECIAL DAY	28 Read your number words	29 Find 10 objects that are purple	30 Read three new words and write them	31 Pick your favorite activity!

Activities used will depend on developmental level of children.

BEHIND THE KINDERGARTEN DOOR

A Newsletter for Parents and Partners in the Education of Their Children

Vol. IV, No. 10

MATH

We reviewed counting (1 to 30).
We reviewed counting using the terms:
first, second, third, fourth and fifth.
We measured solids and liquids;
We used words like:
tall, taller, tallest,
short, shorter, shortest,
big, bigger, biggest,
small, smaller, smallest.

READING READINESS

We continued alphabet recognition drills, finding rhyming words, listening for beginning sounds, and matching words with special emphasis on short i, j, k, l, m, n, short o and p.
We worked on number and color sight words.
We worked on sequencing and language development.

LOOK AT WHAT WE DID

MUSIC

We learned to sing
Battle Hymn of the Republic
The Groundhog Song
Valentine Song
We played melodies on the triangles, cymbals, and bells.
We learned to read G clef, whole notes, quarter notes, lines, and bars.

SOCIAL LIVING AND SCIENCE

We learned about different kinds of jobs:
police officer, mail carrier, doctor, nurse, and custodian.
We found ways to help them.
We learned about leaders and leadership: Lincoln, Washington, and the President.
We observed the groundhog, the weather, and shadows

SPECIAL EVENTS

Parent-Teacher Conferences (Thank you for your cooperation and compliments!)
Valentine Party
Trooper Joe's Visit
Mr. Smith's Interview
Penny Pendant Day
Red-White-Blue Day

OTHER ACTIVITIES

Silhouettes
Newspaper Collages
Completion of Toothbrushing Charts
Began Good Health Habits Charts
Search for Unusual Newspaper Pictures
Happy Hour with Mr. Jones
Spot Checks by School Nurse

BIRTHDAYS CELEBRATED

Karen .....Feb. 26
Jennifer.....Feb. 28

HALF-DAY SCHEDULE

8:30 - 9:15	Arrival and Free Play
9:15 - 9:30	Circle Time — Attendance, conversation, sharing
9:30 - 10:15	Learning Centers and Small Group Sessions - Language Arts, Mathematics, Perceptual Motor Activities, etc.
10:15 - 10:30	Bathroom and Snack
10:30 - 10:50	Physical Movement — Gym or Outdoors
10:50 - 11:10	Large Group Activity — Story, Enrichment Activity, Music, Art
11:10 - 11:30	Ready to Go Home — Dismissal

FULL-DAY SCHEDULE

8:30 - 8:45	Arrival and Free Play
8:45 - 9:00	Opening Exercises (Organize for the day, news exchange, stories, songs, and games)
9:00 - 10:00	Language Development - Learning Centers and Small Group Activities
10:00 - 10:15	Recess Break
10:15 - 11:00	Mathematics - Learning Centers and Small Group Activities
11:00 - 11:15	Story Time - Audio Visual
11:15 - 12:00	Lunch (Lavatory following)
12:00 - 12:30	Rest Period
12:30 - 12:45	Supervised Play/Recess
12:45 - 1:15	Language Development/Mathematics in small groups
1:15 - 1:30	Story Time
1:30 - 2:00	Social Studies, Health, Science, Art, Music, Physical Education, or Library
2:00 - 2:15	Lavatory, Recess
2:15 - 2:45	Work/Play Activities (table games, puzzles, rhythms, dances, etc.)
2:45 - 3:00	Preparation For Dismissal

It is understood that the activities must remain flexible and address the needs of the particular group of students. The suggested times will vary according to school policy and developmental level of children.

LEARNING CENTER TITLES

Role Playing Center

Construction or WoodWorking Center

Art Center

Music Center

Environmental Center

Mathematics Center

Language Arts Center

Library Center

Listening Center

Social Living Center

Physical Movement Center

Dramatic Play Center

Science Center

Senses Center

Cooking Center

Block Building Center

Sand and Water Table Center

Perceptual Motor Center

Housekeeping Center

Health and Safety Center

Social Studies Center

Science Centers

Sink and Float

Objective: The child will be able to correctly classify the given objects as either sinking or floating in water by placing the objects on the appropriate side of the game board.

Materials: Basin of water
10 objects (5 which will float in water, 5 which will sink in water)
Paper towels; laminated game board

Method: The child will test each object by placing it in the basin of water and observing whether it sinks or floats. The child then places the object on the appropriate side of the game board.

Evaluation: The sinking objects will be marked with a red dot (permanent magic market) and the floating objects with a blue dot. Child checks color of dot against color at top of game board.

Fishing

Objective: After observing fish in fish tank, the child will be able to draw a picture of a fish.

Materials: Fish tank with fish; crayons; construction paper

Method: The child observes movement of the fish in the tank. The children then draw a picture of the kind of fish they would like to be.

Evaluation: Subjective

Animal Puzzles

Objective: Given two-piece animal puzzles, the child will be able to correctly match the puzzle pairs.

Materials: 2-piece cardboard animal puzzles

Large container for puzzle pieces

Method: The child selects the puzzle pieces from the container and correctly matches the puzzles.

Evaluation: Self-correcting

Planting Seeds

Objective: Given a paper cup, soil, radish seeds and water, the child will demonstrate the ability to plant seeds.

Materials: Paper cups; soil; radish seeds; plastic pitcher of water

Method: A sample sequence of how to plant seeds will be available at the center to remind the child of the correct procedure.

The child will plant the radish seeds and then ask the teacher or aide to put their name on the cup. The child will be responsible for watering the plant and for observing its growth.

Evaluation: This is a pupil-evaluation activity. The child observes the growth of the plant. If the seeds do not grow, the child will evaluate reasons for this occurrence with the teacher.

Social Studies Centers

Community Helper Cut-Outs

Objective: Using a flannel board, flannel board figure and flannel board equipment, the child will dress each community helper using the appropriate outfit and corresponding equipment.

Materials: Flannel board
3 flannel board figures: fire fighter, mail carrier and doctor
Flannel board equipment and dress appropriate to the above 3 figures (ex. fire fighter; coat, fire helmet, boots, hose, axe, extinguisher)

Method: The child selects one of the three figures and dresses it according to the service performed.

Evaluation: Color coded - All the fire fighter equipment is marked on the back with a red dot; all the mail carrier equipment in blue; all the doctor equipment in white. Child matches color of dots to color on back of corresponding figure.

Your Family

Objective: Child will be able to draw a picture of a way in which they help their family around the house.

Materials: Crayons; construction paper

Method: The child draws a picture of a way in which family is helped around the house.

Evaluation: Subjective

Puzzles

Objective: Given two-piece community helper puzzles, one piece having a picture of the community helper, the other piece having an item of equipment or material used by the community helper, the child will be able to correctly match the corresponding puzzle pieces.

Materials: 2-piece community helper puzzles made from oaktag or cardboard

Large container for puzzle pieces.

Method: The child selects the puzzle pieces from the container and correctly matches the puzzles.

Evaluation: Self-correcting

Transportation Sort

Objective: Given cards depicting different forms of transportation, the child will be able to correctly sort the cards as representing transportation by land, by air and by sea by placing the cards in the appropriate boxes.

Materials: One large container; 3 boxes each having one of the following pictures on it:
- landscape
- ocean view
- clouds

4x6 index cards each having a picture of a different form of transportation on it

Method: The child selects a transportation card from the large container and places it in the appropriate box according to whether it is transportation by land, by sea, by air. Example: The child selects a picture of a helicopter and places it in the box with the picture of clouds on it to represent transportation by air.

Evaluation: Color coded - Each of the three boxes will be covered with a different color construction paper:
- by land - green
- by sea - blue
- by air - yellow

Each transportation card will have an appropriate colored dot on the back. The child checks the color of the dot to the color of the box.

Health Centers

"Me" Button

Objective: Child will be able to select materials and paste them onto a paper plate medallion ("me" button)

Materials: Paper plates, yarn, assorted collage materials, paste

Method: The child selects those materials which are liked and pastes them onto the "me" button. Child then wears "me" button.

Evaluation: Subjective

A Good Lunch

Objective: Given a paper plate and magazine pictures of food items, the child will be able to make a good lunch by pasting food items onto a paper plate.

Materials: Paper plate; paste; magazine pictures of food items

Method: The child will have been introduced to what constitutes a good lunch; then select food items which represent a good lunch and paste them onto a paper plate. Samples of a good lunch will also be provided.

Evaluation: Teacher will discuss the child's selection in the individual conference.

Self-Portraits

Objective: After observing self in mirror, the child will be able to draw a picture of self

Materials: Full-length mirror; crayons; construction paper

Method: The child first observes self in the mirror and then draws a picture

Evaluation: Subjective

Dressing for the Weather

Objective: After observing the weather conditions from a window, the child will dress the cut-out doll appropriately for going outside.

Materials: Cut-out doll; variety of cut-out clothing for outdoor wear

Method: The child will be encouraged to first observe the day's weather conditions. The child will then help the cut-out doll get ready to go out and play by making sure it is wearing the proper clothing.

Evaluation: The teacher or aide will discuss with the child the selection of clothing.

FARM ANIMALS

You may choose:

1. cutting pictures of animals for your farm book
2. drawing your favorite farm animal
3. putting together farm animal puzzles
4. sorting the plastic farm and zoo animals
5. copying the names of farm animals under their pictures
6. counting the number of farm animals in each picture
7. listening to the tape of "Old MacDonald" for farm animal sounds and marking the animals you hear
8. matching the farm animal to the alphabet letter with which it begins

ALL ABOUT ME

You may choose:

1. beading a necklace of your favorite shapes and colors
2. drawing a picture of your family
3. pasting a collage of pictures of your favorite things
4. listening to your heartbeat with a stethoscope
5. working with a friend to draw each other's body outlines
6. measuring your height and weight
7. making a book of your favorite things from A to Z
8. telling a story of your favorite family trip

PENNSYLVANIA DEPARTMENT OF EDUCATION PUBLICATIONS

DEVELOPMENT CHARACTERISTICS OF YOUNG CHILDREN

This compendium of information should help teachers understand the abilities of children ages four through six thoroughly. It tells about the physical characteristics and physical needs of each age group and tells how to meet these needs. Information is also included about the social characteristics and needs, emotional characteristics and needs, intellectual characteristics and needs, and language characteristics and needs of each age group with helpful information on how to see that these needs are met in each individual. This publication should be of extreme interest to early childhood teachers. A limit of one copy is available to schools, libraries, and industries in the United States and Canada.

IDEAS/CURRICULUM HIGHLIGHTS

These idea cards present activities and ideas for children from three to six years of age. They are helpful for planning play sessions as well as being educational. These ideas should prove to be extremely beneficial in child development. One copy is available to schools, libraries, and industries in the United States and Canada.

TOTLINE TIDBITS

This book offers parents and day care providers tidbits of information and ideas to help them feel more comfortable as parents and private providers. It also helps them give children that much-needed emotional security and helps everyone have some good times learning together. One copy is available to schools, libraries, and industries in the United States and Canada.

WEB OF LIFE

Here is an excellent teacher's guide filled with health education activities for young children. The book contains five sections; each has several parts. First is a very brief Statement of Purpose. Next is a list of Teaching Tasks: What the "teacher" generally needs to do. Each teaching task has one or more Learning Expectations — why we do the task or what the student should get out of the activity. It is truly an excellent guide to helping children enjoy activities while learning important lessons. One copy is available to schools, libraries, and industries in the United States and Canada.

TODAY CARDS

These are a delightful boost to what often become humdrum days! Each little card can be cut apart, sent home, or placed on a desk as a gentle reminder to do something special, act in a special way, or try something unique for the sake of the children. These cards present ideas for both children and adults to do. One copy is available to schools, libraries, and industries in the United States and Canada. Also available in Spanish.

MY COMPUTER BOOK

Here is an excellent unit young children will complete on the microcomputer. Each student will have a chance to work on the computer using these ideas. Samples of programs are included in the booklet. The programs enhance letter and number sequencing skills. One copy is available to schools, libraries, and industries in the United States and Canada.

PROFESSIONAL REFERENCES

Almy, Millie. *Young Children's Thinking.* New York: Columbia Press, 1966.

Atkins, C. (1984). Writing: Doing something constructive. *Young Children, 40* November, 3-7.

Berreuta-Clement, J.R., Schweinhart, L.J., Barnett, W.S., Epstein, A.S., & Weikert, D.P. (1984). *Changed Lives: Effects of the Perry Preschool Program on Youths through age 19.* Ypsilanti, Michigan: High/Scope Press.

Bissex, G.L. (1980). *GYNS AT WRK: A child learns to write and read.* Cambridge, MA: Harvard University Press.

Bloom, Benjamin S. *Stability and Change in Human Charactristics.* New York: John Wiley, 1964.

Breckenridge, Marian E., and Margaret Nesbitt Murphy. *Growth and Development of the Young Child.* Philadelphia: W.B. Saunders Company, 1964.

Burgess, Evangeline. *Values in Early Childhood Education.* Second Edition, Washington, D.C.: Department of Elementary-Kindergarten-Nursery Education, N.E.A., 1965.

Consortium for Longitudinal Studies. (1983). *As the twig is bent . . . lasting effects of preschool programs.* Hillsdale, NJ: Lawrence Erlbaum Associates.

Copple, C., De Lisi, R., & Sigel, I. (1982). Cognitive development. In Spodek, B. (Ed.), *Handbook of Research in Early Childhood Education.* New York: The Free Press.

Cratty, B. (1982). Motor development in early childhood: Critical issues for researchers in the 1980's. In Spodek, B. (Ed.), *Handbook of Research in Early Childhood Education.* New York: The Free Press.

Durkin, D. (1966). *Children Who Read Early.* New York: Teachers College Press.

Fein, G. (1979). Play and the acquisition of symbols. In Katz, L. (Ed.), *Current Topics in Early Childhood Education, Vol. 2.* Norwood, NJ: Ablex Publishing Company.

Ferreiro, E., & Teberosky, A. (1982). *Literacy Before Schooling.* Exeter, NH: Heinemann.

Forman, G., & Kuschner, D. (1983). *The Child's Construction of Knowledge: Piaget for Teaching Children.* Washington, DC: National Association for the Education of Young Children.

Foster, Josephine, and Neith Headley. *Education in the Kindergarten.* New York: American Book Company, 1966. (fourth edition).

Goffin, S., & Tull, C. (1985). Problem solving: Encouraging active learning. *Young Children, 40* March, 28-32.

Goodman, W., & Goodman, L. (1982). Measuring young children. In Spodek, B. (Ed.), *Handbook of Research in Early Childhood Education.* New York: The Free Press.

Graves, D. (1983). *Writing: Teachers and Children at Work.* Exeter, NH: Heinemann Educational Books, 1983.

Heffernan, Helen, and Vivian Todd. *The Kindergarten Teacher.* Boston: D.C. Health and Company, 1960.

PROFESSIONAL REFERENCES

Honig, A. (1982). Parent involvement in early childhood education. In Spodek, B. (Ed.), *Handbook of Research in Early Childhood Education.* New York: The Free Press.

Hunt, J. McV. *Intelligence and Experience.* New York: The Ronald Press, 1961.

Hymes, James L., Jr. *The Child Under Six.* Englewood Cliffs, NJ: Prentice-Hall, Inc., 1963.

Ilg, Frances L., and Louise Bates Ames. *School Readiness.* New York: Harper and Row, Publishers, Inc., 1964.

Jackson, Nancy Ewald, Robinson, Halbert B., and Dale, Philip S. *Cognitive Development in Young Children,* N.I.E., U.S. Department of Health, Education and Welfare, 1976.

Kamii, C. (1985). Leading primary education toward excellence: Beyond worksheets and drill. *Young Children, 40* September, 3-9.

_____ (1982). *Number in Preschool and Kindergarten.* Washington, DC: National Association for the Education of Young Children.

_____ (1985). *Young Children Reinvent Arithmetic.* New York: Teachers College Press, Columbia University.

Kamii, C., & DeVries, R. (1980). *Group Games in Early Education.* Washington, DC: National Association for the Education of Young Children.

Katz, L. (1985). Dispositions in early childhood education. *ERIC/EECE Bulletin, 18,* No. 2, 1-3.

Lambert, Hazel. *Early Childhood Education.* Boston: Allyn and Bacon, Inc., 1960.

Moore, S., (1982). Prosocial behavior in the early years: Parent and peer influences. In Spodek, B. (Ed.), *Handbook of Research in Early Childhood Education.* New York: The Free Press.

National Association for the Education of Young Children, Developmentally appropriate practice in programs for 4- and 5- year olds from NAEYC Leadership Conference, April 1986.

Nelson, Patricia & Torstenson, Sylvia. (1982) *All-Day, Alternate - Day Kindergarten - Making It Work,* Box 318, Hayfield, MN 55940.

Piaget, J. (1972). *Science of Education and the Psychology of the Child* (rev. ed.). New York: Viking. (Original work published 1965).

Price, G. (1982). Cognitive learning in early childhood education: Mathematics, science, and social studies. In Spodek, B. (Ed.), *Handbook of Research in Early Childhood Education.* New York: The Free Press.

Robison, Helen F., and Bernard Spodek. *New Directions in the Kindergarten.* New York: Teachers College Press, Teachers College, Columbia University, 1965.

Roedell, Wendy Conklin, Seaby, Ronald G., Robinson, Halbert B. (1976). *Social Development in Young Children,* N.I.E., U.S. Department of Health, Education and Welfare.

Rudolph, Marguerite, and Dorothy H. Cohen. *Kindergarten, A Year of Learning.* New York: Appleton-Century-Crofts, Inc., 1964.

PROFESSIONAL REFERENCES (Cont'd)

Ruopp, R., Travers, J., Glantz, F., & Coelen, C. (1979). *Children at the Center. Final Report of the National Day Care Study, Vol. 1.* Cambridge, MA: Abt Associates.

Schickedanz, J. (1986). *More than the ABCs: The Early Stages of Reading and Writing.* Washington, DC: National Association for the Education of Young Children.

Seefeldt, C. (Ed.). (in press). *The Early Childhood Curriculum: A Review Current Research.* New York: Teacher's College Press.

Smith, F. (1982). *Understanding Reading.* New York: Holt, Rinehart & Winston.

Smith, N. (1982). The visual arts in early childhood education: Development and the creation of meaning. In Spodek, B. (Ed.), *Handbook of Research in Early Childhood Education.* New York: The Free Press.

South Carolina Department of Education, *Learning Centers-Children Alive.*

Sponseller, D. (1982). Play and early education. In Spodek, B. (Ed.), *Handbook of Research in Early Childhood Education.* New York: The Free Press.

Standards for Educational and Psychological Testing. (1985). Washington, DC: American Psychological Association, American Educational Research Association, and National Council on Measurement in Education.

Teale, W. (1982). Toward a theory of how children learn to read and write naturally. *Language Arts,* 59 September, 555-570.

Temple, C.; Nathan, R.; & Burris, N. *The Beginning of Writing.* Boston: Allyn & Bacon, 1982.

Todd, Vivian and Helen Heffernan. *The Years Before School.* New York: The Macmillan Co., 1964.

Wann, Kenneth D., Meriam Dorn and Elizabeth Liddle. *Fostering Intellectual Development in Young Children.* New York: Bureau of Publications, Teachers College, Columbia University, 1962.

Weber, Evelyn. (1976). *The Kindergarten - Its Encounter with Educational Thought in America.* Teachers College Press, Columbia Teachers College, New York.

Willert, M., & Kamii, C. (1985). Reading in kindergarten: Direct vs. indirect teaching. *Young Children, 40* May, 3-9.

Wills, Clarice Dechert, and Lucile Lindberg, *Kindergarten for Today's Children.* Chicago, Illinois: Follett Publishing Co., 1967.

REFERENCES AND SOURCES FOR MATERIALS

Resources for Creative Teaching in Early Childhood Education
Harcourt Brace Jovanovich, Inc., 1977

A Planning Guide to the Preschool Curriculum
Kaplan Press, 1983

The Circle Time Book
Building Blocks, 1983

Everyday Circle Times
Building Blocks, 1983

Revised Finger Frolics
Partner Press, 1983

Piggyback Songs
Totline Press, Warren Publishing House, 1983

More Piggyback Songs
Totline Press, Warren Publishing House, 1984

Instructor Books
545 Fifth Avenue
New York, New York 10017

The Kindergarten How-To-Do-It Book
by Ruth J. Adams
Publishers: T.S. Denison and Company, Inc.
Minneapolis: December, 1964.

My Kindergraph Kit
Publishers: Modern Curriculum Press, Inc.
13900 Prospect Road, Cleveland, Ohio 44136: 1977.

More Fingerplays and Action Rhymes
The Instructor Publications, Inc.
545 Fifth Avenue
New York, New York 10017

Projects and Ideas for the Kindergarten Calendar
by ReMona Brown
T.S. Denison & Company, Inc.
Minneapolis, Minnesota 55431

Early Education Almanac
Instructor Books
Compiled and editied by Nancy Jo Hereford, with assistance from Judith Newman and Anne Villareale. Designer and artist is Cynthia Amrine.
757 Third Avenue
New York, New York 10017

REFERENCES AND SOURCES FOR MATERIALS *(Cont'd)*

Projects and Ideas for the Kindergarten Calendar
by ReMona Brown
T.S. Denison & Company, Inc.
Minneapolis, Minnesota 55431

Instructor's ECE Teacher
Instructor Books
545 Fifth Avenue
New York, New York 10017

The Kindergarten How-to-Do-It Book
by Ruth J. Adams
T.S. Denison and Company, Inc.
Minneapolis, Minnesota 55431

Beckman, C., Simmon, R., Thomas, N.
Channels to Children: Early Childhood Activity
Guide for Holidays and Season. Channels to Children, P.O. Box 25834, Colorado Springs, Colorado 80936, 1982

Brashears, D. and Werlin, S. Circle Time Activities for Young Children
To order: Deya Brashears
1 Corte Del Rey
Orinda, CA 94563

Kids' Stuff (Kindergarten and Nursery School)
by Collier, Forte, and MacKenzie
Kids' Stuff (Primary Level) by Collier, Forte, and MacKenzie Nooks, Crannies & Corners
Acoustifone Corporation, 8964 Comanche Avenue
Chalsworth, California 91311
(Available from Tarmac)

Invitation To Learning - The Learning Center Handbook
By Ralph Calude Voight
Acropolis Books Ltd., 2400 Seventeenth Street
Washington, D.C. 20009

Reading Activities for Child Involvement by Evelyn B. Spache
Allyn and Bacon, Inc., 680 Forrest Road, N.E.
Atlanta, Georgia 30312

Independent Learning - in the elementary school classroom
by Lois E. Williams, 1969.
American Association of Elementary - Kindergarten - Nursery Educators, NEA Center, 1201 Sixteenth Street, N.W., Washington, D.C. 20002

Five Fingers by Michael E. Currier
Armbrust Edducational Publishers, 3163
Leavenworth Street, Omaha, Nebraska 68105

Learning Centers: Children On Their Own Play - Children's Business Bits and Pieces

REFERENCES AND SOURCES FOR MATERIALS *(Cont'd)*

Children's Books
Association for Childhood Education International
3615 Wisconsin Avenue, N.W., Washington, D.C. 20016

Nature and Science Activities for Young Children
Baker Publishing Company, 815 Greenwood Avenue, Jenkintown, PA 19046

The Art of Block Building
Science Experiences in Early Childhood Education
Bank Street College of Education, 69 Bank Street
New York, New York 10014

Specific Skills series
Barnell Loft, Ltd., 958 Church Street
Baldwin, New York 11510

Understanding and Using Learning Stations and Learning Centers
Recipes for Creative Activities
A Pocketful of Primary Math Ideas
You Are the Key for Self-Motivation, Direction, and Evaluation Board of Education of Prince George's county, Upper Marlboro, Maryland 20870

Learning Activities for Reading
by Selma Herr
Williams C. Brown Company, 135 South Locust Street, Dubuque, Iowa 52001

Woodworking for Children
Early Childhood Council of New York, South Building - 3rd Floor, 196 Bleecker Street
New York, New York 10003

Suggested activities to motivate the teaching of...series
Spice - language arts
Rescue - remedial reading
Anchor - vocabulary
Stage - creative dramatics
Probe - science
Plus - arithmetic
Spark - social studies
Create - art
Action - physical education
Educational Service, Inc., P.O. Box 219, Stevensville, Michigan 49127

Language Experience in Reading by Roach Van Allen and Claryce Allen
Teacher Resource Book - Level I
Teacher Resource Book - Level II
Teacher Resource Book - Level III

Language Experiences in Early Childhood by Roach Van Allen and Claryce Allen

Magic Moments films
Encyclopedia Britannica Educational Corp.
425 N. Michigan Avenue, Chicago, Illinois 60611

REFERENCES AND SOURCES FOR MATERIALS *(Cont'd)*

Word Analysis Practice - Sets A,B, and C Harcourt, Brace, Jovanovich, Inc.
1372 Peachtree Street, N.E., Atlanta, Georgia 30309

The Language Experience Approach to the Teaching of Reading
by Russell G. Stauffer, Harper and Row, Publishers
35 Executive Park Drive, N.W., Atlanta, Georgia 30329

Satellite books and activity cards to accompany the new Holt Basic Reading System
Holt, Rinehart and Winston Company,
680 Forrest Road, N.E., Atlanta, Georgia 30312

An Activities Handbook for Teachers of Young Children
by Doreen J. Croft and Robert D. Hess

File Box from The Amazing Life Games Theater
Houghton Mifflin Company, 666 Miami Circle
N.E., Atlanta, Georgia 30324

Organizing for Individual Differences
edited by Wallace Z. Pamzey

Meeting Individual Needs in Reading
edited by Helen K. Smith

The Individualized Reading Program: A Guide for Classroom Teaching
edited by Lyman C. Hunt, Jr., International Reading Association, Sisth Tyre Avenue, Newark, Delaware 19711

Cardboard Carpentry by Janet and Alex D'Amate
The Lion Press, Inc., 52 Park Avenue, New York, New York 10016

Using Experience Charts with Children
by Virgil E. Herrick and Marcella Nerbovig

Teaching Reading as a Language Experience
by Mary Ann Hall, Charles E. Merrill Publishing Company
1300 Alum Creek Drive, Columbus, Ohio 43216

The Writing Center by Robert Madeley and Sylvia Gibb
Mine Publications, 25 Groveland Terrace,
Minneapolis, Minn. 55403

Materials for Remedial Reading and Their Use
by Hap Gilliland, Montana Reading Publications
517 Rimrock Road, Billings, Montana 59101

Open Education by Bernard Spodek
Water, Sand and Mud as Play Materials
Play-the Child Strives Toward Self-Realization
Multi-Ethnic Books for Young Children
National Association for the Education of Young Children
1834 Connecticut Avenue, N.W., Washington, D.C. 20009

REFERENCES AND SOURCES FOR MATERIALS *(Cont'd)*

Attitudes and the Art of Teaching Reading
by Roach Van Allen
National Education Association
1201 Sixteenth Street, N.W., Washington, D.C. 20036

The Intellectual Content of Play
New York State Association for the Education of Young Children
Charlotte Brody
412 East 4th Street, Brooklyn, New York 11218

Educator's Guide to Personalized Reading Instruction
by Walter B. Barbe

The English Infant School and Informal Education
by Lillian Weber
Prentice-Hall, Inc., 680 Forrest Road, N.E., Atlanta, Georgia 30312

Administrators Guide to Reduce First Grade Failure
Early Childhood Education
Building Elementary Reading Programs
South Carolina State Department of Education
Office of General Education
803 Rutledge Building, Columbia, South Carolina 29201

Independent Activities for Creative Learning
by Helen Fisher Darrow and Roach Van Allen

Listening Aids Through the Grades
by David H. Russell and Elizabeth F. Russell

Reading Aids Through the Grades
by David H. Russell and Etta E. Karp
Teachers College Press
Columbia University, New York City, New York

Reading Games
by Wagner and Hosier

Listening Games
by Wagner, Hosier and Blackman

Language Games
by Wanger, Hosier and Blackman
Teacher Publishing Corporation, New York, New York 10002

Trac-A-Bit sets
Peek Thru Alphabets
Zane-Bloser Company
612 N. Park Street, Columbus, Ohio 43215

Your Green Pages
Early Years Magazine
Two Hale Lane, Darien, Connecticut 06820

REFERENCES AND SOURCES FOR MATERIALS *(Cont'd)*

Annual collection of activities listed in Early Years Magazine

The Workshop for Learning Things
5 Bridge Street, Watertown, Massachusetts 02172

Open Education at EDC
Materials: A Useful List of Classroom Items That Can Be Scrounged or Purchased
Single Sheets
Instructional Aids, Materials, and Supplies
Education Development Center
55 Chapel Street, Newton, Massachusettsd 02160

Crisis In The Classroom
by Charles E. Silberman
Random House, New York, New York

Learning Center - Teaching Method for Individualized Instruction K-6
by Ralph C. Voight
S.K.I.T., Inc.
2634 N. Quantico Street, Arlington, Virginia 22207

Early Years - A Magazine For Teachers of Pre-School Through Grade 3 - monthly feature "Your Green Pages - 101 Ideas for Pre-Kindergarten Through Grade 3"
Early Years Magazine
Two Hale Lane, Darien, Connecticut 06820

These are just a few of the many resources available. Numerous publishers have excellent games and resources. Look for ideas and then develop your own materials.